Typology of tasks for the use of vocabulary in different types of speech activity

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ABSTRACT

This article focuses on the analysis of enhancing lexical skills in the process of teaching skills of communication and methods of organizing the stage of speech activity and different types of them.

This article involves the use of learned vocabulary in independent statements, in new conditions. Speech abilities are manifested here in a new quality - in the form of skills. Skills are based on knowledge of lexical units and the rules of their use, as well as on the operation of these units, brought to automatism. One of the main characteristics of the skill is its stability in changing situations, dynamism.

Interaction in educational conditions only becomes truly communicative when the speaker chooses what to say and how to do. On the way to communicative interaction, there are stages of controlled, prepared and unprepared speech.

At the first stage, the teacher's role in preparing for the utterance is great: he determines the form (means of expression) and the content of the utterance. Tasks at this stage have a lot in common with transformational exercises, for example: "retell the dialogue in a monologue form based on keywords, adding details and your own assessments".

Prepared speech presupposes a certain freedom either in choosing the means of expressing thoughts, or in determining the content of the statement: "put questions to the watched film and prepare answers to them", "expand theses into a statement on a certain topic", "give examples of statements with these words and phrases, describe the relevant situations".

The highest level of development of speech abilities is independence both in the choice of form and content.

The best conditions for the creative application of acquired knowledge and skills, in our opinion, are created in communicative games and when discussing problematic situations.

Communicative games can be used at all stages of the formation of speech skills - from controlled to unprepared speech - provided that appropriate goals are set and, for example, appropriate design of role-playing cards in role-playing games.

Communicative games provide the opportunity for real communication, albeit within artificially defined boundaries. There are 8 spheres of oral communication, according to which it is necessary to form speech skills:

- service (social and communicative roles of the buyer, passenger, patient, subscriber, canteen visitor, and so on);
- family (social and communicative roles of father, mother, son, daughter, and so on);

- professional and labor (roles of manager, subordinate, student, colleague, employee, and so on);
- socio-cultural (roles of an acquaintance, friend, traveling companion, and so on);
- social activities (roles of a member of a public organization, correspondent, and so on);
- administrative and legal (roles of a visitor to a state institution, applicant, plaintiff, and so on);
- games and hobbies (roles of a collector, gardener, fisherman, animal lover and so on);
- entertainment and mass work (spectator in the theater, circus, TV viewer, and so on).

When teaching in real communication situations, role-playing and business games can be used.

The peculiarity of the game in high school age is the focus on self-affirmation, humorous coloring, the desire to draw, orientation to speech activity.

In a role-playing game, the student gets a certain role and must behave in accordance with it. A role-playing game is a type of group educational activity aimed at conditional reproduction by participants of real practical activities of people based on role cards or a script. A description of the role can be given in a role card, while it is possible to present detailed information: information about a person (kind, honest, lazy, and so on), about his life and speech experience, habits, hobbies, and the like is given. However, the information should not be presented in too much detail, since in this case the participant of the game loses the opportunity to show creativity. The description can also be brief so that the student can imagine the image of the character whose role he will play. Thus, each participant of the role-playing game performs speech actions due to the communication situation, but each of them has a certain freedom of action, speech actions.

Role-playing game carries an element of surprise, spontaneity and involves spontaneous reaction. It is the element of surprise and unpreparedness, the unpredictability of the situation, its provoking nature that engages in interactive interaction in a foreign language. A mandatory element of games is the resolution of a problematic situation. A role-playing game based on solving a problem ensures maximum activation of students' communicative activity.

Role-playing involves the conscious and voluntary performance of a role and its subsequent discussion in a group.

When using business games, the student can express his own thoughts, so to speak, play himself in given game conditions, in a certain situation that simulates the real one. The educational business game provides a more complete mastery of a foreign language as a means of professional communication. The business game has individual features inherent only in this type of educational work, without which the game cannot be considered business: modeling in the game close to real conditions of professional activity; the presence of conflict situations; mandatory joint activity of the participants of the game. The preparatory stage of this form of work in the classroom is to determine the main areas of professional interests of students as future specialists.

One of the advantages of the business game is the principle of the two-dimensional nature of the game educational activity. On the one hand, a business game solves "serious" tasks for the development of a specialist's personality, trainees master the skills of interaction in a work team, skills of professional communication and people management. On the other hand, this activity is implemented in a playful (partly gambling) form, which allows students to intellectually and emotionally "liberate themselves", show creative initiative. A business game can be of the following types:

- analysis of specific industrial and professional situations - trainees get acquainted with the situation, with a set of interrelated facts and phenomena characterizing this event. Then the students offer their solutions in a particular situation, which are collectively discussed.

There is a detailed description of this type of work in the linguistic literature (the case study method), but it is carried out not in the form of a game, but in the form of a written analysis followed by discussion. Students are offered a detailed description of real situations borrowed from professional practice in various fields of activity. Having studied the conditions and facts, students should analyze what is the cause of the problem, what positive and negative sides can be found in the very fact of the occurrence of this problem, which facts are the key to its resolution, as well as propose and justify a way(s) to solve the problem.

- role-playing - students receive initial data on the situation, and then take on the performance of certain roles. For example, behavior in a conflict situation can be played out from the position of an ingratiator, accuser, and under. The roles are performed in the presence of other students, who then evaluate the actions of the participants in the situation, choose the optimal line of behavior in these conditions.

The speech task can be based on differences in the information available to students, in beliefs and worldview attitudes, and so on. In accordance with this, there are games based on differences in pictures (picture gap), in texts (text gap), in beliefs (belief / opinion gap), in evidence (reasoning gap).

The construction of utterances of this type of speech, as a description, is trained in games based on picture gap. For example, two participants in the game are given similar pictures. They have to find the differences based on their descriptions without showing the pictures to each other. Variants of this game are possible: all players receive postcards, and without showing them to each other, but only describing them, they must find pairs of identical postcards (the game "Twins"). The game "Another Age" is also interesting in terms of teaching description techniques: players are invited to imagine themselves younger or older and tell about themselves taking into account these age characteristics.

An example of a belief/opinion gap, when trainees have different beliefs and need to develop a common opinion, can be the game "Optimists and pessimists". The players from the team of optimists make optimistic statements on a given topic, and the pessimists should object to them. Then the teams develop a common point of view.

Reasoning gap assumes that students have different evidence that needs to be put together and compared. An example is the game "The most important problem": each group of participants in the game chooses a card with the name of the problem. Then they have to prove that their problem is the most important one for humanity. Then the jury decides which of the groups managed to bring the most convincing evidence.

For the development of argumentation skills, the ability to defend one's opinion, the ranking activities technique is also interesting. This is the distribution of phenomena as their importance increases or decreases, their significance for the trainees. At the same time, it is important to justify your choice. For example, personal and professional qualities can act as ranked phenomena. A kind of such work is the game "Noah's Ark": the players are reminded of the myth of Noah's Ark and are invited to make a list of what needs to be preserved for future generations (animals, plants, works of art and literature, objects of material culture and technology, and so on) and discuss this list.

One of the most effective ways to create conditions for communication is such a technique as discussing problematic situations. The objects for discussion can be:

➢ an actual public event;
➢ a concept in which everyone puts personal meaning (kindness, strong and weak character traits, and so on);
➢ a controversial statement (why read books if there is a TV);
➢ an act (it is supposed to be evaluated from the point of view of morality); abnormal behavior that affects others, and so on.

Students comment on events, express their own assessment and attitude to a particular fact.

Discussion of problematic topics can be conducted in non-traditional forms. Changing the forms of work in the classroom arouses the interest of students and motivates communication, which allows them to activate their activities and corresponds to the principle of novelty. At the same time, the consolidation, the final formation of the acquired lexical skills is achieved by repeated repetitions of vocabulary. An unconventional approach to the lesson encourages students to independent creativity, reveals the hidden capabilities of each student. Methodically, it is considered correct not to give grades for such forms of work, so that students do not feel afraid of making a mistake. This liberates students and gives them the opportunity to express themselves through oral speech.

Non-traditional foreign language lessons include a discussion lesson. Such lessons are especially relevant for high school students, since the features of this age are: a more critical attitude to events and phenomena of the objective world, the formation of value relations, the disclosure of cause-and-effect relationships and patterns, an increase in the reasonableness of statements.

Discussion of controversial issues in the lesson develops the ability to negotiate, seek a compromise, the optimal solution to the problem; to consider the phenomenon from different points of view. That is, this form of work forms a pluralistic worldview. Debates, disputes develop the ability to think logically and critically, the ability to focus on the essence of the problem; the ability to organize their thoughts and embody them in verbal form; develop rhetorical skills, self-confidence, and the ability to keep in public.

Participants in a dispute (debate) are teams consisting of 4-5 participants. The team defending the topic is called "asserting", challenging it is called "denying". The outcome of the dispute is the judge's conclusion about which team won. The judge gives the reasons for his decision, thereby helping students prepare for the next debate.

Such forms of work should be preceded by thorough preparation of students on a given topic. This is work in the library, the use of reference books, newspapers, periodicals; analysis of the purpose and approach to the topic from various points of view.

Serious preparatory work is also expected during the lesson of the press conference, the lesson of the round table.

Lesson A press conference is used to discuss some interesting problem. The press conference is attended by "scientists" from different countries, famous "musicians", "athletes". The rest of the students are "journalists". Journalists prepare questions on a certain topic in advance, which they want to get answers to. Questions also arise spontaneously, during a press conference.

The topic of the lesson-round table should be characterized by relevance, public resonance. This may be an actual socio-political, environmental and sub-problem, for example, the problem of globalization. The discussion in the lesson takes place both in the form of prepared messages and in the form of an open discussion.

The problematic method of teaching foreign languages will be effective for the senior school age. It assumes active independent activity of students to resolve problematic situations created under the guidance of a teacher.

The highest level of practical implementation of the problem method is the situation when the student himself poses the problem and solves it himself. This prepares students for future independent life, teaches them to set real, feasible goals and achieve their realization.

The development and improvement of speech skills involves communication in situations that simulate real ones, as well as discussion of problematic topics. The need to find means to express thoughts comes to the fore. That is, communicative games, discussions, discussion are a powerful motivating factor when learning a foreign language.

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