

The Effectiveness of the Exercise System in Improving the Communication Skills of Non-Philological Students

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Abstract: Communication skills are important in language learning. This article discusses the effectiveness of the exercise system in improving the communication skills of non-philology students.

Keywords: method, communicative-oriented exercises, competence, linguodidactics.

INTRODUCTION

The formation of communicative competence is the main goal of teaching both native and foreign languages. The terms "competence", "types of competence" appeared in the methodology of teaching Russian and foreign languages in the mid-90s of the twentieth century. A group of scientists, such as I.L. Bim, E.A. Bystrova, O.D. Mitrofanova, N.M. Shansky determined the structure and content of these concepts.

MATERIALS AND METHODS

Competence is a set of special (subject) and general subject knowledge, abilities, skills and methods of activity, as well as value orientations, formed by students as a result of studying the subject educational area and serving as a means of achieving competence as the ultimate goal of learning [2, p. 298]. The following components of communicative competence are distinguished in the methodology of teaching foreign languages: 1) linguistic competence, 2) sociolinguistic competence, 3) discursive competence, 4) strategic competence, 5) sociocultural competence 6) social competence [1, p. 33-34].

RESULTS AND DISCUSSION

In the methodology of teaching English in program and methodological materials, as equivalent components of the language ability of students, the following are distinguished: 1) language competence (i.e. students' awareness of the system of their native language), 2) communicative competence - awareness of students in the peculiarities of the functioning of their native language in oral and written forms).

In the methodology of teaching foreign languages, a traditional system of exercises of the following type has developed, which can be used in teaching all types of speech activity: 1) language, training, preparatory; 2) pre-speech, conditional speech, conditional communicative; 3) speech, communication.

However, in practice, often, teachers (due to the lack of a clear idea of the typological features of these exercises) have a number of problems. Accordingly, in their work, the inability to establish the "dosage" of each type of exercise in the educational process is manifested. In this case, most often, speech exercises are completely omitted, which disrupts the process of forming speech skills for students as a whole.

According to N.S. Obnosov, naturally communicative exercises are always unprepared statements of one's own thoughts or interpretation of the thoughts of other persons without regulating the use of language material, while educational and communicative exercises always contain the requirement to convey pre-known content using certain language material [5, p. 54].

The author classifies the following types of natural communicative exercises: question-answer exercises, conversation in a given situation, commenting, conversation-discussion, game exercises.

Thus, educational-communicative and natural-communicative exercises correspond to pre-speech and speech exercises. At the same time, if we turn to the classification proposed by N.I. Gez, then they can be correlated with speech exercises aimed at developing prepared and unprepared speech [1, p. 138].

V.L. Skalkin suggested using educational conversation as a possible methodological technique for teaching unprepared speech and expressed the opinion that the ideal that every teacher should strive for is natural conversation. He offered a list of communicative exercises for the development of students' speech skills: 1) responsive (question-answer, replica, conditional conversation); 2) situational (educational speech and problem situations and other types of situationally oriented exercises); 3) reproductive (retelling, abbreviated selective presentation, retelling-translation, dramatization); 4) descriptive (description of visual materials); 5) discussion (educational discussion, commenting); 6) compositional (oral compositions based on the material, free story); 7) initiative (role-playing games, "interviews", "press conferences", various types of improvisations).

Of course, not all of these exercises can be called truly communicative. They, in turn, are divided into exercises of a conditionally motivated and a really motivated register. The exercises of the first group (No. 1, 3) have features that, to a certain extent, correlate them with training exercises: some conventionality, unnaturalness. In the exercises of the second group (No. 5, 6, 7) the motivation of speech acts is almost real. However, a number of exercises do not have an unambiguous relationship to these groups and can be performed in both registers (No. 1, 2, 3, 4).

It is necessary to take into account the fact that when studying each individual topic, the use of the entire list of these exercises is not supposed - it is necessary to establish a reasonable ratio between exercises of a training and communicative nature. Since the typology of communicative exercises proposed by V.L. Skalkin, can also be considered depending on the level of motivation, then, in our opinion, not all teachers will be able to successfully use it and will often replace the exercises of the really motivated register with the exercises of the conditionally motivated register, perhaps not even this realizing.

If speech skill is a goal, a certain final state that must be achieved in order to develop the ability to communicate, then it makes sense to talk about the development of individual qualities that will form this ability. V.B. Tsarkova identifies four qualities of speech skills as abilities: purposefulness, independence, dynamism, productivity [5, p. 51].

Accordingly, in speech exercises there should be a whole set of conditions that imitate the conditions of real communication: 1) the purpose of the speech exercise is to teach students to speak in such a way as to influence the interlocutor in a certain direction; 2) all speech exercises suggest that one person can turn to another when they are connected by certain relationships (this feature is inherent in all acts of real communication); 3) speech action is unthinkable without speech intention: speech activity must be formed - the psychological readiness of the subject to become a participant in communication; when formulating a speech exercise, the personality of the student and all his activities should be taken into account; 4) a variety of speech exercises, organized appropriately and correlated with each other, serve the purpose of developing the ability

to speak creatively, freely, both in terms of content and in terms of expressing this content; the novelty of the task determines the combinational novelty of verbal means.

All these signs of speech exercises correspond to the qualities of speech skills. A speech exercise as a whole is a form of communication specially organized in such a way that it provides a controlled choice of the speaker's strategy, actualizes the real relationships of the participants in communication and causes natural motivation of statements. In addition, it educates the speaker's speech activity and provides verbal and structural diversity of the speech material used.

CONCLUSION

Within the framework of communicative-oriented exercises, the sentence is used by the speaker to construct an utterance with one or another effective function. Such speech acts as a statement, a request, a question, an apology are a unit of teaching the language as a whole. The communicative significance of the structural elements of a speech act (words, phrases, sentences) is revealed in a coherent text that defines their functions and relationships. The language is used taking into account the situation of communication and the influence on the speech behavior of the writer / speaker, listener / reader, that is, taking into account the pragmatic effect. Thus, we come to the conclusion that the use of communicative-oriented exercises in the educational process improves the pragmatic characteristics of the students' linguistic personality.

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