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Methodological principles and approaches in the formation of foreign language lexical skills

В статье приводятся комплексы упражнений, направленные на формирование и развитие лексических навыков на уроках английского языка. Описывается механизм запоминания новых слов, рассматриваются приемы, помогающие учащимся быстрее запоминать новые лексические единицы.

Ключевые слова: лексический навык, прием, механизм, урок английского языка

The article presents exercises aimed at the formation and development of lexical skills in English lessons. The mechanism of memorizing new words is described, and techniques are considered that help students memorize new lexical units faster.

Keywords: lexical skills, technique, mechanism, English lesson

In the process of forming lexical skills in secondary school students, it is advisable to develop a set of exercises to relieve and overcome difficulties in mastering different lexical units. To this end, lexical units can be grouped according to the degree and nature of difficulties, which allows them to be approached differentially, based on their methodological typology. The difficulties of mastering lexical units include:

1) the form of a lexical unit – sound, graphic, structural (for example, difficulties arise in the assimilation of homophones, including grammatical, homographs - in the case of significant grapheme-phonemic discrepancies, polysyllabic and derivative words);

2) the meanings of a lexical unit (for example, difficulties in diverging the volumes of meanings of a lexical unit in a foreign and native language, in the assimilation of polysemous words, phraseological compounds, in the case of so-called "fake" synonymy, etc.);

3) usage - the compatibility of lexical units with other lexical units, the peculiarities of its functioning in speech (for example, difficulties in assimilating phrases that do not have an exact structural and semantic correspondence to equivalents in their native language) [5].

When determining the degree of difficulty of a lexical unit for assimilation, the scope of its functioning should also be taken into account. Thus, the difficulties of an active dictionary, which is used in productive types of speech activity – speaking and writing, often do not coincide with the difficulties of a passive dictionary, which is

necessary for understanding by ear and reading. For example, lexical units that are similar in sound and meaning, with different amounts of meanings and discrepancies in compatibility in the two languages are difficult to assimilate. While for passive assimilation, monosyllabic and polysemous lexical units, similar in sound/spelling, cause difficulties; lexical units, similar in form, but different in meaning. New ways in teaching vocabulary [4].

When learning a foreign language, all language material can be divided into 3 large groups: words, grammar and sentence expressions. Memorizing new words takes the most time. At the word level, the pronunciation of the English language is mastered, the ability to perceive words by ear, the ability to read, and then the ability to write in English is developed.

When working with vocabulary, it is necessary to study its nature: how the process of memorizing new words takes place, on the basis of which mechanisms lexical skills work, what techniques exist to help students memorize more new words faster.

After introducing new words, the most important type of work is "automating the use of speech material, that is, bringing their mastery to the skill level [2]. Automation takes place on the basis of conditional speech exercises (URU). Their use is associated with the need to form skills in conditions similar to speech.

E. I. Passov identifies several requirements for UR, they must be:

– Situational. This means that any remark of the teacher and the student's reaction must correspond to the situation, to the relationship of the interlocutors, their activities; personal individualization, knowledge of the students is necessary here.

– To ensure that the teacher focuses on the purpose and content of the statement, rather than the form.

– To be organized by nature as a process of communication, and in fact - educational.

Conditional speech exercises are so called because "by their nature they are verbal, which creates communication conditions in the process of forming skills, does not detach automation from speaking, does not formalize it; but by their organization, however, they are conditional, because they are specially organized so that the automated material is periodically repeated in each replica, which is not the case in the usual communication process.

Passes cites 4 types of URU, they differ in the way they are performed, that is, in the actions that students perform when performing the exercise:

1. Imitative URS are characterized by the fact that the student completely imitates his replica according to the replica of the teacher. For example, the verb "want" is learned:

I want to drink. I want to drink too.

2. Substitution URS require the student to substitute some other unit into the model of the assimilated speech sample. For example:

I want to go to the cinema. I want to go for a walk.

3. Transformational URS involve the transformation of the perceived form. For example:

I want to go to the country. Do you want to go to the country? No, I donot.

4. Reproductive URS involve independent reproduction of the learned form. For example:

What do you want to do during your summer holidays?

I want to read.

I want to swim.

I want to play games.

G. V. Rotova and I. N. Vereshchagina give possible methods of working on vocabulary. They can be divided into 7 groups. Let's look at each of them in more detail:

1. Pronouncing words, phrases and sentences after the teacher or the speaker.

2. The pronunciation exercise is carried out by the choir and necessarily individually, in order to see how correctly children pronounce a new word, especially weak students. It is necessary to give an installation for memorization. The exercise is performed by the choir, but a secondary listening is possible for individual loud repetition.

Since the phrase is an important block for constructing an utterance, such exercises are useful and performed under the guidance of a teacher. Example of a task: listen to a word and connect it with a new one.

Oral compilation of phrases with a new word. For example: the new word animal.

The teacher calls the words: domestic, wild, clever, angry, funny, and the students make up a phrase.

3. The use of words in different structures, speech patterns.

Performing such tasks ensures the assimilation of a word through repeated repetition in combination with other words in communicatively valuable sentences.

Examples of tasks:

– Name it. Thisis a...

– Answer the question.

– Agree or refute the statement.

– Ask a friend if he has any.

– Ask or offer to do something.

4. Visual perception of a word, combining it with other owls in context, reading behind a teacher or an announcer.

Such exercises are performed after students become familiar with the sound form of the word. In this case, they learn the graphic form of words, learn to read.

5. Performing lexical exercises based on printed text. Example: select and read the words on the topic.

6. Writing down words.

The task is accompanied by explanations from the teacher. Example: write down the words from the blackboard or textbook.

7. Writing assignments in the classroom and at home.

Examples:

– Insert the missing word.

– Make up words from these letters.

– Rewrite the sentences using the verbs given in parentheses in the correct form.

The researchers have deduced three groups of linguistic guesswork clues: intra-linguistic, interlanguage and extra-linguistic [1].

An intra-linguistic hint follows from assigning a word to a certain grammatical category, identifying its function in a sentence.

The interlanguage hint is contained in words formed by borrowing from language to language, in internationalisms, Sovietisms, in full and partial tracing papers, that is, in words and phrases formed according to a single word-formation, syntactic and semantic model.

An extra-linguistic indication follows from knowledge of the facts and phenomena of reality, which are reflected in the text and give it an expressive character. Thus, signs of time, place, and the mention of one's own name shed light on the meaning of unknown words [3].

Language guessing is thus the result of all learning and life influences, and therefore it manifests itself differently in different students, that is, it is subjective. One student may see a clue in a given word, context, the other may not. However, special exercises in language guessing can give it a more manageable and, therefore, objective character.

Let's consider the tasks for the exercises in language guessing:

– Read the text (paragraph, sentence) and underline the signs of the time, place; taking into account these signs, determine the meaning of the highlighted words.

– Read the full text and determine what it is about. This will help you figure out the meaning of the highlighted unfamiliar words.

– Read the text. Analyzing words by their composition and determining their functions in a sentence will help you find out the meaning of selected unfamiliar words.

– Select a stable combination from the text, make it a literal translation; this will help you find a match for it in your native language.

So, there are many techniques and exercises for developing lexical skills. We have discovered all kinds of tasks for the development of a potential and passive vocabulary, and try to use them at work. The presence of a variety of exercises in working on vocabulary helps to make this work interesting and accessible to every student. Preparatory work is also of great importance in working on vocabulary. When learning new words, memory, logical thinking, and attention development.

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К вопросу о коммуникативной компетенции как содержании обучения иностранным языкам и культурам

Статья посвящена коммуникативной компетенции как основному содержанию обучения иностранным языкам и культурам. Рассматриваются языковой и тематический компоненты содержания обучения иностранным языкам. Приводятся различия между коммуникативной компетенцией и коммуникативной готовностью к деятельности.

Ключевые слова: коммуникативная компетенция, содержание обучения, языковое обучение, тематическое обучение

В настоящее время коммуникативная компетенция рассматривается в качестве основного содержания обучения практическому владению иностранным языком. В области методики обучения иностранным языкам и культурам выделяется специфическое учебное содержание – коммуникативная компетенция обучающихся. Под коммуникативной компетенцией мы понимаем всю совокупность практически востребованных знаний и умений, необходимых обучаемым для того, чтобы общаться на иностранном языке в неродной культуре. Важно, чтобы эти знания и умения можно было реально наблюдать, объективно измерить и оценить как учебный результат обучаемых. Коммуникативная компетенция отличается от готовности к коммуникативной деятельности. Е. И. Багузина предлагает следующее определение: «Иноязычная коммуникативная компетентность – готовность и способность личности понимать и порождать иноязычные высказывания и информацию в соответствии с конкретной ситуацией, конкретной целевой установкой, коммуникативным намерением и задачами профессиональной деятельности» [1, с. 12].