

# USEFUL EXERCISES FOR DEVELOPING SPEAKING SKILLS

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Some difficulties appear in teaching to speak in a foreign language at each stage, especially the problems that students and teachers face in the middle phase training. We see the presence of these problems in both monologic and dialogic speech, where the latter causes a greater degree of difficulty. However, the main task of a teacher is to create a comfortable atmosphere at a lesson in which students are willing to take risks and experiment with the language. That is why many methodologists studying these problems are trying to find effective ways to solve them. Therefore, today we see a variety of exercises and approaches that help students and teachers in the process of teaching a foreign language. Teachers of foreign languages widely use role games during speaking training, as exercises in a game form allow you to start communication in a foreign language. For example, the game «Guess What I Am». This exercise is useful for memorizing new words and training the skills of describing subjects in a foreign language, as well as formulating questions. This game works this way, a teacher writes in advance the words on the cards. One student from the group pulls out a card with the word and describes the subject, the other students try to guess by asking additional questions. All interactive lessons or assignments perfectly remove “language barrier”, when students in practice apply the knowledge, for example, making up dialogues or playing role games.

It is useful to start or finish the exercises for reading or grammar with oral introductions or answers to questions that help improve speaking skills. Preliminary reading of the text can be a reflection on the topic, its relevance. Grammatical task – by reasoning about the area of the application of the studied structures.

Methodological system by V.L. Skalkin includes the following groups of exercises: repositive, situational, reproductive, descriptive, and discussion-oriented. Responsive exercises can be categorized as "response" (from English "response", question-answer, replicative and conditional conversation. Question-answer exercises are considered to be one of the most popular methods of speaking training. The communicative goal of interrogative sentences is the request for information. The question-answer exercises belong to very mobile, simple and at the same time communicative forms of work that develop speaking skills. For example, questions on the topic "Sport": *What kind of sport do you go in for? What winter sports do you know? Is sport popular in your country? etc.*

The principle of situational exercises consists in a free, specifically language-oriented speech response of learners to a complex of imaginary or conditionally-real circumstances, containing some difficulty, a problem or a conflict that involves the need for their solution by the learners themselves. The basis of the situational exercise is microtext (2-7 sentences). Hence another name for this exercise is the role-playing situation, among which the following situations should be distinguished: complemented, imaginary and role-playing. The supplementary situation is the simplest kind of situational exercises, the essence of which is that the learners are welcomed to supplement, complete the description of the situation, to make a conclusion. In the description of the situation an episode, a case or an incident is concisely presented.

Reproductive exercises include retelling, selective presentation, translation and dramatization. Retelling is the most typical form of reproductive communicative exercise, it is widely used at foreign language lessons, but at the same time it is not such a simple form of work. Under natural conditions, retelling is characterized by shortening, laconic content of the transmitted content, often with a large overlay of own judgments and emotions of the retelling, while the teacher requires a more complete presentation and use of words and speech patterns from the text for enrichment. The keyword list before or after the text can help students to reflect the narrative content as fully as possible. The abbreviated form of retelling is divided into two categories: a) the statement of the main content; b) selective presentation of the text of its individual parts, plot lines, images, episodes, or problems. The presentation of the main content of the text is much closer to free reproduction, since it involves a significant creative processing of not only the form but also the contents of the source text. In practice of teaching, the kind of oral presentation is used as retelling-rendering. Moreover, the teacher should not orientate the students to word-for-word retelling, but to transfer the meaning of the speech work, the content of the text as a whole. The teacher provides the students with a list of words and expressions necessary for the transmission of individual concepts at the presentation of the text.

On the basis of descriptive exercises the material perceived visually with ascertain (fable) content, which is the subject to verbal description or interpretation in the studied language. These exercises are communicative, because visual material, having independent meaning, gives an opportunity and a basis for composition, creativity, statements of students, emerging as a result of perception. The following types of descriptive exercises are distinguished: 1) a description of the elementary images; 2) a description of the plot stories; 3) a description of the real objects. Description of elementary images is a description of pictures in which the learners can see people, animals, and various kinds of objects in a certain spatial correlation between themselves. Description of plot storylines is a story by picture. It is necessary that the learners see the development of the plot, combine what they see with different kinds of information and observations, which they have, fantasize about a specific topic. The description of real objects is a description of the most common objects encountered in everyday life. Students should be trained by the

general scheme for describing real objects, which can be reduced to the following points: 1) the purpose of the object; 2) its appearance; 3) the material from which it is made; 4) its functioning; 5) comments on its operation; 6) variety; 7) the history of the subject; 8) the issues of its acquisition; 9) other remarks.

Discussion-oriented exercises include discussion and comments. Discussion will proceed more successfully with less difficulty if it contains easy thinking tasks that are known to the students. The teacher's task is not only to "provoke" the conversation, but also to manage it in such a way as not to mute the students' desire to discuss. The essence of commenting is that the speaker, having received information, expresses his attitude towards it, as well as the judgments of a comparative, generalizing or evaluative nature arising in connection with this.

Whichever aspect of the knowledge you have trained at the lesson: a new rule in grammar, listening, reading, or writing, for each of the exercises it is possible to pick up an attendant task for the speaker, which can open or end the working off of each aspect. Any teacher always tries to make the lesson as effective as possible, and that can be more useful for the students. This should not be forgotten at any stage of the lesson and this is the success of teaching a foreign language.

#### **Literature:**

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