

**EXERCISES AIMING AT DEVELOPING STUDENTS' SPEAKING
AND LANGUAGE COMPETENCES IN ENGLISH LESSONS**

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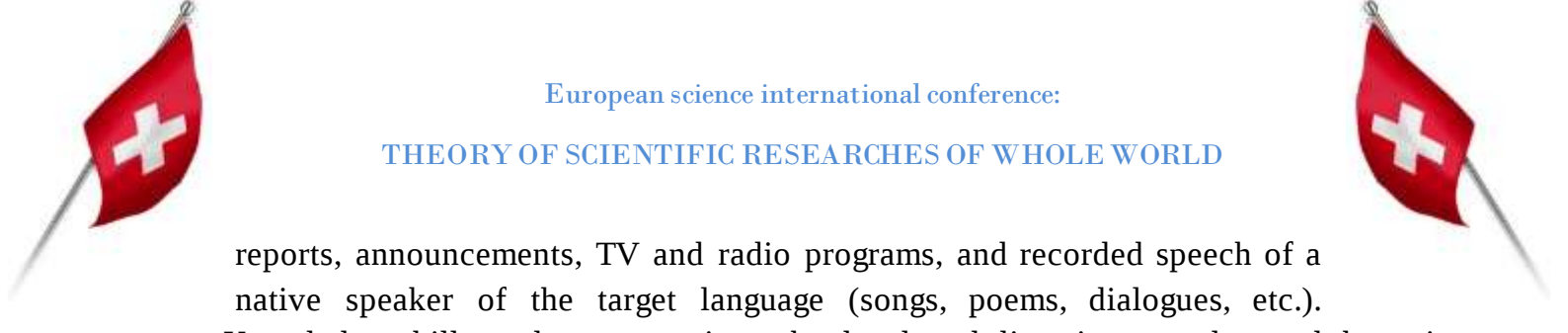
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Abstract. *The article discusses important aspects of foreign language teaching methodology. In particular, it covers the issue of teaching a foreign language subject through the formation of speech and language competencies. Also, effective technologies that are considered acceptable for the formation of these competencies are presented.*

Keywords and concepts: *foreign language teaching, competency-based approach, speech and language competencies, effectiveness, educational stages, methods.*

Introduction. In the context of globalization, which covers all spheres of society worldwide, foreign language education has imposed a number of important tasks on it. Today, the effectiveness of the practical use of a foreign language has become the main problem of both the subject of foreign language education and education. The main task of foreign language education is not only to give students knowledge, but also to improve their communicative competence through this knowledge. At the same time, a structural stage has been achieved in foreign language education: a step has been taken from reproductive to cognitive. This means that in teaching reproductive English, the teacher acts as an observer and the guide, and the student acts not as a passive, but as an active subject. Main part. Teaching English in general secondary schools differs sharply from teaching the native language and Russian. In particular, this article aims to develop specific effective technologies and exercises for teaching English to students at the A2 “Waystage” level of general secondary education, based on competencies, and to prove their practical applicability.

This will help to create a new generation of textbooks for teaching English, to solve the problems of learners of a foreign language, in particular, English, at the A2 level, and to practically develop the quality and efficiency of English teaching. Based on the above considerations, the State Educational Standard and government documents note that, in addition to speech and language competencies, a number of competencies are actively involved in the effective mastery of a foreign language. The formation of speech competence in the content of education for the A2 level in a foreign language is noted on the basis of the following. Linguistic competence includes speaking competence - listening comprehension of lesson instructions and teacher's speech, stories, weather



reports, announcements, TV and radio programs, and recorded speech of a native speaker of the target language (songs, poems, dialogues, etc.). Knowledge, skills, and competencies to be developed: listening to understand the main content; listening for full and detailed understanding; listening for specific issues or information. The following skills related to dialogical and monological speech are mastered according to the type of speaking activity. Dialogical speech: formal and informal greetings, self-introduction, agreement and refusal, request for repetition and clarification, obtaining and providing information, congratulations, making an offer and accepting/rejecting an offer. Monologue speech: simple description of an event or experience, telling a short story, making a simple and brief presentation on an age-appropriate topic, giving a short report based on the foreign language material being studied. In the reading speech activity type, reading short texts consisting of studied and currently studied language material, reading literary and media texts consisting of some new words whose meaning can be guessed, reading simple letters consisting of short messages, reading simple stories and poems in free time from lessons, etc. are studied. Knowledge, skills and competencies developed: understanding the general content of materials in a foreign language, obtaining some information, understanding details and reading for direction (signs, labels, etc.)¹. Writing skills are developed in writing personal letters (short messages, congratulations, notes, letters, etc.), filling out simple questionnaires with personal information, etc. Language competence - learning punctuation and spelling rules is improved. Based on lexical competence, the ability to use topic-related words correctly in a simple text, word structure (compound words and affixation), and the formation of initial concepts about words from other languages (international words) are performed. In terms of grammatical competence, students in grades 5-7 study several grammatical phenomena step by step across grades based on competencies.

The knowledge of phonetic competence is acquired by being able to distinguish sounds in a sentence and when listening to them separately, using rhythm and intonation correctly in accordance with communicative types of speech (declarative, interrogative, imperative), practicing using language sounds in speech along with developing speaking skills. In light of the topic under discussion, the author of the article has developed technologies and exercises for the development of speech and language competence in teaching English to 6th grade students. These presented methods serve as a supplement to textbook materials for foreign language teachers. In particular, their use in the lesson process will provide students with a more solid and effective mastery of the foreign language subject. Since all methodological instructions for teachers are written in English



for the subject of foreign language, the instructions for the exercises and technologies we offer are presented in English.

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