



GENERAL CHARACTERISTICS AND BASIC PRINCIPLES OF TRAINING COMBINATIVE SKILLS

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ABSTRACT

Learning to combine should organically fit into the framework of work on the topic of oral speech, i.e. actions for teaching CG should be either a direct solution of a speech task on a topic, or preparation for its solution.

Under normal school conditions, there is no way to find time for learning to combine outside the scope of the topics of oral speech, and therefore planning the teaching of CG outside the topic would make the solution of this most important task unrealistic. However, the implementation of the principle needs some clarification.

KEYWORDS

English speech formation, psychological character, methodological character, speech skills, language, speech unit, speech task.

INTRODUCTION

If it was said that learning to combine should be carried out either directly in solving the speech tasks of the topic, or as preparation for them, then in the second case it is necessary to distinguish between specific preparatory and general preparatory exercises.

Specific preparatory exercises are those that are aimed directly at preparing the speech task following them.

General preparatory exercises do not carry out such direct training and are in the nature of “digressions”, i.e. step aside from the development of the thematic thread. For example, a speech task about the sports performance of students in the last physical education lesson can be prepared with such a combination task as the formation of sentences according to the N.N. is



good at ... and so on, after which these new sentences can enter into an extended statement according to the specified speech task, and in this case this fragment of learning to combine is a specific preparation for the task of the topic.

The main results and findings

When, on the topic “Our village”, it is proposed to build a sentence about who can live in a particular house and students build new combinations of the type In this house there may live + all the designations of professions known to him, then this The expression no longer has a specific preparatory character, but represents a certain digression, and at the same time it takes on a general preparatory character. This is sometimes necessary, but from this principle of learning to combine, it follows that the combinational actions and exercises in which they are embodied, in the overwhelming majority, should be in the nature of specific preparation for the upcoming task.

Implementing this principle requires a very flexible approach to theme development. Only flexibility can ensure, on the one hand, a line of learning to combine, and on the other hand, the development of the topic of oral speech without prejudice to its internal logic, its communicative orientation. This means that it is necessary to find a place in the development of the theme for special exercises for the formation of combinational skills, for the correction of vocabulary and grammar, i.e. for everything that is necessary for learning to combine, but equally necessary for the topic of oral speech. Considering the conditions of learning, as well as the need to give the formation of combinational skills a predominantly communicative character, there is no other possibility than the organic inclusion of the development of combinational skills and abilities in the context of the topic of oral speech.

What has been said needs an illustration, which we will try to give using the example of one of the key speech tasks on the topic “Reading a book”, namely, on the task “Last visit to the library”. Suppose that in this speech task the following basic sentences are planned, which are at the same time the basis of combinational actions and an expression in a typified form of the main elements of the content of the speech task.

1. Last time I went to the village library two days ago.
2. Our village library is not far from our home.
3. In the library we can get books about the Great Patriotic war.
4. I ask the librarian for a book about ...
5. The librarian offered me the books...
6. I chose the book “.....” about

As you can see, there are six basic sentences. We now describe all the actions that can be performed to work on the first sentence:

- 1) Give the ground forms of the following verbs, you will need them: to go, to get (get), to find, to ask, to offer, to choose, to take determine which of them are regular and which are irregular .
- 2) Write these forms down in your copybooks.
- 3) Translate: our library, our village, our village library, etc.
- 4) Build combinations in which the word village appears as a definition of the type our village library (for example, our village school, our village cinema, etc.)

These actions are needed as preparation for the speech task of the topic, but at the same time they prepare combinational actions for mastering and varying basic sentences. The first three actions are specifically preparatory in nature, the fourth - general



preparatory. The same applies to the next - the fifth step:

5) Following the example of I went to the library, build sentences with English equivalents of words: cinema, park, school, etc.

The exercise is caused by the need to overcome the interference of the Uzbek language: it should prevent the tendency to omit the preposition to.

6) Today is Monday: you went to the library on Saturday.

How many days ago did you go there? - two days ago, after which days vary and this stimulates the construction of phrases two days ago, three days ago, four days ago, etc.

7) Now build sentences: I went to the village library + two weeks ago, a month ago, etc.

8) Tell each-other when you really went last time to the village library, begin your sentences with “last time I ...”.

9) Working out questions that can be asked for this basic sentence like when did you go... etc., who went ... etc.

10) Now, ask each other questions and answer them.

In a similar way, complex work is carried out to develop the topic and teach how to combine over the rest of the basic sentences. So, for example, the second sentence our village library is not far from our home provides for the lexical variation not far from through school and far from, the variation home through school, village club, village center, etc.

As can be seen from the above examples, the thematic line unfolds progressively in organic unity with the development of combination actions for lexical variation and expansion, and in unity with corrective and repetitive actions covering the main forms of the

verb (common for Russian and Uzbek students) and prepositional combinations (especially for Uzbek students).

The question arises how the results of such training are used in the students' own speech practice.

As it was seen from the principles and illustrative material disclosed above, the possession of language and speech material acquires an extremely flexible, elastic character. If we assume that each speech task of the topic is worked out in a similar way according to the main basic sentences and phrases, and lexical and morphological variation, expansion, connection, etc. are carried out just as often and on a large lexical material, this also excludes speech, frozen in ready-made units. But since the basis is always basic combinations and sentences, it is always possible to observe the gradation of difficulty and the requirement of the didactic principle of feasibility. It also seems obvious that the systematic inclusion of corrective actions - grammatical and lexical, is able to gradually eliminate the gaps in previous learning, especially since in most cases these actions are motivated and not divorced from communication.

The connection between the actual teaching of combining and speech practice is also reflected in the following: as already mentioned in the first chapter, a significant place in teaching oral speech and, at the same time, in teaching combining is occupied by “Combined topics” such as “Vacations”, “At TV” and others, in which elements of many previous themes merge. Such a fusion contributes to a more free, and even spontaneous formation of new speech connections [92]. At the same time, the results of the painstaking work that was carried out on the main basic sentences and combinations of each topic undoubtedly affect. It should not be forgotten that after a certain period of stricter control over the



formation of new speech connections, the regulation of this process becomes less and less rigid. This should be facilitated by such an arrangement of key speech tasks, in which subsequent tasks of the topic absorb elements of the previous ones, and in this case, the last key speech tasks make it possible to form new speech connections more freely than the first tasks. It would also be wrong to imagine things in such a way that work on a topic must necessarily proceed strictly according to its basic proposals. Always between the working out of these sentences, fragments of more relaxed conversations can arise, in which the content of what has been developed in previous units of teaching the topic is summarized.

In all this, a gradual transition from prepared to unprepared speech is expressed, and at the same time, the sequence from one combinational action to several, from controlled speech to uncontrolled, is not observed, and all this alternates in accordance with the communicative need, which is what the principle of unity of special training in combination and speech practice is implemented.

Above, six principles of teaching combination skills have been disclosed. According to the requirements of didactics, the principles of the implementation of some kind of pedagogical or methodological influence should be in a systemic relationship (Esipov, Danilov), in other words, these principles should form a system. Any system should be inherent in the general orientation of the system components to achieve a joint effect, for which these components must function in constant interaction. A hierarchy is established among the principles, i.e. some one principle is fundamental. It is easy to see that the above principles of learning to combine form a system. The fundamental of them is the principle of the implementation of learning to combine in unity with the development of the topic of oral speech.

CONCLUSION

The remaining principles determine the implementation of this unity and, in turn, are determined by it: the need to fit into the topic involves a combination of special combination exercises with the use of their results right there, in speech practice; with a general low level of language training of students, neither the topic nor the combination training can be carried out without constant current correction of skills, but this correction should not “break” the organic framework of the topic, should not “lead” to the side. By virtue of the very nature of the combination of linguistic and speech units, it must be characterized by independence and syncretism in the use of combinational actions, however, this cannot be achieved without the opposites of these features, i.e. without the use of control techniques and without performing exercises aimed at one specific combinational action (discrete exercise), and the combination of these opposite principles and their relationship is ultimately determined by the fact that combination must be taught within the framework of the topic.

The principles of learning to combine in their complex interaction determine the classification, choice and sequence of special exercises, to which we now turn.

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