

**RETELLING AS A WAY
OF FORMING FOREIGN LANGUAGE
COMMUNICATIVE COMPETENCE**

**ПЕРЕСКАЗ КАК СПОСОБ ФОРМИРОВАНИЯ
ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ
КОМПЕТЕНЦИИ**

***Annotation.** This article is devoted to the problem of the development of students' foreign language skills during the study of the discipline «Foreign Language» in a non-linguistic educational establishment. The author considers the use of the retelling method as an effective tool in the process of teaching speech activity (in particular, the preparation of monologues). It is emphasized that retelling helps to improve the skills of listening, understanding and thoughts expressing in a foreign language, and also develops the ability to structure information both while perception and reproduction.*

***Keywords:** retelling, competence, foreign language, learning process, speech activity, foreign language communication.*

***Аннотация.** Данная статья посвящена проблеме развития иноязычной речи обучающихся во время изучения дисциплины «Иностранный язык» в неязыковом учреждении высшего образования. Автором рассматривается использование формы пересказа как эффективного инструмента в процессе обучения речевой деятельности (в частности, подготовки монологических высказываний). Подчеркивается, что пересказ способствует совершенствованию навыков аудирования, понимания и выражения мыслей на иностранном языке, а также развивает умение структурировать информацию как при восприятии, так и при воспроизведении.*

***Ключевые слова:** пересказ, компетенция, иностранный язык, процесс обучения, речевая деятельность, иноязычная коммуникация.*

In the modern world, foreign language competence is essential for a successful career and professional development. The study of a foreign language in a non-linguistic educational establishment has its own peculiarities connected with the professional orientation of education.

In addition, an important aspect is the development of foreign language communication skills in a professional sphere. The development of foreign language speech in a non-linguistic university is connected with the formation

of the ability to participate in professional communication — presenting message on any topic (presentation, proposal, request, etc.), holding negotiations, expressing an expert opinion, proving one's point of view, communicating with colleagues, etc. [1].

When organizing the teaching of foreign language speech activity, as a rule, the following scheme of the sequence of functioning of speech mechanisms is used: reception — production. By «reception» we understand the perception and awareness of the meaning of information coming from outside in the audio- or graphic text form. The text is a model of a foreign language speech product, and, therefore, serves as a model for the use of specific language and speech material. «Production» involves the construction of an independent speech product, discourse, using the language and speech tools used in the perceived text. It is quite obvious that in the process of forming the skills and abilities of speaking, the perception of the text will not be able to contribute to the independent construction of discourse automatically, without additional efforts. We need an intermediate link, within which the drilling of language, speech and content tools of the text will be carried out for their further use in discourse [1].

Thus, the final model of the process of teaching foreign language communication should look like this: reception (text perception) → reproduction (text retelling) → production (discourse construction).

The ability to build monologues is also an indicator of foreign language competency. Foreign language communicative competence implies the possession of skills sufficient to formulate an idea and convey its content in lexical and grammatical units in accordance with the norms of the language, the ability to build a message text following the logic of the narrative, the ability to compensate for the lack of linguistic means through paraphrasing, selection of synonyms.

Retelling is a stylistically neutral transmission of a text (or one's speech in a third-person narrative) close to the original text, in compliance with the rules of sequence of tenses. Therefore, for educational purposes, retelling and learning to retell should be focused on developing the skills of text structuring, the use of new lexical and grammatical units that expand the vocabulary, drilling paraphrasing and using synonyms, transferring content, expressing one's attitude to the problem discussed.

Monologue speech, built on the basis of the text (printed or audiovisual), is a «secondary text», due to the peculiarities of the analytical and synthetic data processing of the student's original text [2]. The creation of a secondary text is accompanied by complex thought processes. The primary text understanding involves such processes as: reading — decoding the written

message; defining the topic and problem; determination of the nature and style of the text, communicative orientation; establishing a message structure; guessing unfamiliar words and constructions, checking assumptions; search for ideas and arguments; understanding the connections between parts of the text; determination of the value-semantic content of the text and one's own attitude to the problem, the text. When a «secondary text» is generated, the following steps are carried out: processing, awareness and formulation of an idea, memorizing, saving, reproduction of key or new words, choice of words when formulating a thought, compliance with the norms and rules of the language, preservation of the structure of the text, the implementation of links between parts of the text, speech production and self-examination, etc. [3].

The complexity of speech-thinking processes, on the one hand, indicates a high cognitive activity of students while learning, on the other hand, necessitates leveling difficulties: working out the primary text and new lexical and grammatical units, achieving automatism in structuring the text and designating relations (sequence, causal, etc.), if necessary, creating a visual support for retelling.

In the learning process, retelling performs several important functions. First of all, this is the development and improvement of language (phonetic, lexical, grammatical) skills through reproductive speech; development and improvement of skills in the use of equivalent substitutions. Retelling also contributes to the formation of discourse building skills that make up the skills of monologue speech, namely, the skills of meaningful compositional organization of a speech work, building its chronology and cause-and-effect relations using appropriate connectors, etc. And finally, control of the degree of formation of all the above mentioned skills and abilities. And most important, via retelling you can learn to build your speech, focusing on the source text, since it is obviously correct and normative. In general, regular, methodically well-organized retelling activity contributes to the realization of the developmental goal of teaching a foreign language, which is associated with the improvement of the mechanisms of memory and thinking.

The retelling method can be effectively used both in classroom work and independent self-learning. In the classroom, the teacher can give students the task to retell the text content, the content of video clips, and also use retelling as a method of checking understanding of the material. In addition, students often use retelling in independent work when preparing, for example, monologues on the lexical topic being studied.

The use of this method contributes to the development of the communicative competence of students, as they learn to express their thoughts

in a foreign language more accurately and logically, to listen and perceive foreign speech, which forms the listening comprehension skills.

Thus, teaching retelling for developing monologue speech should include bringing the skill of structuring the text to automatism, developing the skills of paraphrasing, expressing attitudes towards the problem, the text and their proving [4]. The systematic inclusion of text retelling in the educational process, accompanied by exercises on the structure of the secondary text, paraphrasing, identifying the problem and formulating one's opinion, activates productive types of a foreign language speech activity, allows you to focus your efforts and time in the future on extracting the necessary information in the text, provides step-by-step work on the interpretation of the content, and also contributes to the preparation for the production of foreign language speech in written and oral forms.

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