



COMMUNICATIVE LEXICAL EXERCISES IN TEACHING ENGLISH IN THE FIELD OF "PUBLIC AND MUNICIPAL ADMINISTRATION"

EJERCICIOS LEXICALES COMUNICATIVOS EN LA ENSEÑANZA DEL INGLÉS EN EL ÁMBITO DE LA "ADMINISTRACIÓN PÚBLICA Y MUNICIPAL"

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abstract

The present article reveals specifics and essence of application of the main types of communicative lexical exercises for the development of students' speech productivity in the direction "State and Municipal Administration". The authors analyze such types of exercises as responsive, situational, dispositive, compositional, initiative. This article highlights the features of the organization of speech interaction in practical classes and the use of English as a means of communication. The set of exercises presented in the article is aimed at developing students' speech productivity, practicing economic and managerial vocabulary and skills of unprepared speech in English. These types of lexical communicative exercises can be used in practical classes on the following subjects: "Foreign (English)", "Professional Foreign Language", "Business Foreign Language", "Home Reading", "Translation and Translation Studies". The relevance of the present article is due to the stable interest of modern methods of teaching a foreign language to the processes occurring in the language and the creation of new, more advanced methods of teaching students English in a higher educational institution. The main task of the teacher is to improve the use of types of communication exercises in practical classes in the English language, identifying conditions for improving the quality of learning and verbal productivity.

Keywords: communicative lexical exercises, training, verbal productivity, state and municipal management, response, communicative situation, discussion, compositional exercises.

El presente artículo revela detalles y esencia de la aplicación de los principales tipos de ejercicios léxicos comunicativos para el desarrollo de la productividad del habla de los estudiantes en la dirección "Administración estatal y municipal". Los autores analizan este tipo de ejercicios como receptivo, situacional, dispositivo, compositivo, iniciativa. Este artículo destaca las características de la organización de la interacción del habla en clases prácticas y el uso del inglés como medio de comunicación. El conjunto de ejercicios presentados en el artículo tiene como objetivo desarrollar la productividad del habla de los estudiantes, practicar el vocabulario económico y administrativo y las habilidades del habla no preparada en inglés. Estos tipos de ejercicios léxicos comunicativos se pueden utilizar en clases prácticas sobre los siguientes temas: "Extranjero (inglés)", "Idioma extranjero profesional", "Idioma extranjero de negocios", "Lectura en el hogar", "Traducción y estudios de traducción". La relevancia del presente artículo se debe al interés estable de los métodos modernos de enseñanza de una lengua extranjera en los procesos que ocurren en el idioma y la creación de métodos nuevos y más avanzados para enseñar inglés a los estudiantes en una institución de educación superior. La tarea principal del maestro es mejorar el uso de tipos de ejercicios de comunicación en clases prácticas en el idioma inglés, identificando condiciones para mejorar la calidad del aprendizaje y la productividad verbal.

Palabras clave: ejercicios léxicos comunicativos, capacitación, productividad verbal, gestión estatal y municipal, respuesta, situación comunicativa, discusión, ejercicios de composición.



Introduction

The direction "State and Municipal Management" provides students with the opportunity to gain economic and managerial knowledge, professional and administrative skills, allowing them to plan and coordinate the activities of the organization and its employees both in Russia and abroad. This direction in the university focuses on multi disciplinarily, practice-oriented and international cooperation. Thus, future civil servants need in-depth knowledge of a foreign language, features, and traditions of different countries. The main directions of modernization of foreign language teaching are related to the use of the main types of communicative lexical exercises for the development of students' speech productivity. The main task of the teacher is to improve the use of types of communication exercises in practical classes, identify the conditions for improving the quality of learning and verbal productivity.

The scientific formulation of the problem of the correct use of communicative lexical exercises is due to the urgent need to update the system of teaching a foreign (English) language.

By verbal productivity, we understand not only the performance of speech activity but also the goal of speech development, the ability to independently generate a detailed statement [7, p. 22].

Methods

The purpose of the article is to analyze and identify the specifics of the main types of communicative lexical exercises when teaching students, the direction "State, and Municipal Management" in English.

The object of study is a system of communicative lexical exercises in the direction of "State and municipal management."

The subject of the research is the peculiarities of using types of communicative lexical exercises for the development of students' speech productivity.

The purpose, object and subject of research are aimed at solving the following practical problems:

1. The study of various types of exercises for the development of speech productivity (responsive, situational, dispositive, compositional, initiative), a description of communicative situations.
2. Development of a system of exercises for developing the productivity of foreign language speech.
3. Identification of problems associated with the process of correction of errors by the teacher at the time of the students speaking in a foreign language.
4. Development of practical recommendations for teachers of English.

In the course of the study, the methods of reading and analysis of the literature were used (the scientific works of V. Kuvshinov, V. Korostelev, E. Passov, L. Lagutin, and others) and observations (the activity of the teacher and students in practical classes).

Results and Discussion

The scientific novelty of the research includes the development of a system of exercises for the development of the efficiency of foreign language spoken in students and practical recommendations for teachers that contribute to the improvement of the educational process in practical classes in English.

At practical classes in the English language, various types of exercises are used to develop speech productivity (responsive, situational, dispositive, compositional, initiative). Let us consider in more detail these types of exercises and their role in training.

Responsive (e.g. Response - response, reaction) exercises suggest a response to the replica of the interlocutor and the request for information [3, p. 20]. For example, we ask students to answer the same question (Are you interested in Public and Municipal administration?), Without repeating the answers of classmates. Students can respond with the following remarks: - Yes, I am; - Very much !; - Yes, of course; - Yes, I am interested in Public and Municipal administration; - Yes, it's my favorite subject; - Yes, I will be a state and municipal worker; - Yes, I like to read books on Public and Municipal administration. The teacher also asks the following question (What types of state authorities do you know?), Followed by such answers as - There are three types of state authorities: legislative, executive and judicial; - The Parliament, the President, and Judgment.

Practical exercises in the English language are useful in this regard are exercises for paraphrase. For example:

- 1) Express the same idea in other words
 1. He ruled the government (He ran the administration).
 2. The bill can be introduced in any house.
 3. The request of the public authorities was granted. (The petition of the public authorities was given).
- 2) Paraphrase the following words and expressions using your active vocabulary: 1. Personnel (Staff); 2. To be responsible for (to be in charge of); 3. To establish (to set up, to found); 4. To manage (to administrate).

When evaluating the activity, the student-student or group-student speech interaction is organized. As a rule, the assessment of students is of the same type and monosyllabic: "I (dislike) liked (not)", so when evaluating we give the assignment: "Agree or disagree and argue your



answer (Agree or disagree with proving your answer)”. Students offer speech support phrases or questions that can be used in the evaluation of work.

It should be noted that responsive exercises develop skills for unprepared speech. When building his statement, the student relies on the formed speech automatism and fully focuses not on the form, but the content of his statement.

When organizing communication, a communicative (speech) situation is a prerequisite - a model of real contact in which the speech behavior of interlocutors in their social and communicative roles (for example, in role-playing games) is realized.

The basis of role-playing games is organized communication of students following their role and game plot. This technique is used for intensive study of the language by students since all students have different levels of language training (elementary, pre-intermediate, intermediate). This type of activity contributes to the rapid and effective mastering of the English language, communication, the establishment of friendly relations between students, a relaxed atmosphere and, as a consequence, the formation of a friendly team. Evidence of this is the game "Catch a ball (Catch a ball)". The essence of this game lies in the development of economic vocabulary by students. A group of ten students is divided into five teams of two people. Each team has a task. The teacher throws the ball and announces the task. The team that responds faster and grabs the ball gets a point. Moreover, if the team grabs the ball in advance or if the task does not touch it, it loses points. The tasks for the teams are to quickly establish a word on a given topic (government - government, judiciary - judicial authority, the legislature - legislative authority, negotiations - negotiations). However, this simple task requires teams to respond quickly, cooperate, quickly perceive and understand English vocabulary.

Practical exercises should also include the team game "Guess a word (Guess a word)". One of the team members goes to a blackboard on which he must write a word on the topic "Public and Municipal administration", which his team explains to him. Each of the team members is trying to explain (without naming directly) this word. The participant who guesses the word writes all his guesses on the board. The team either approves of what he has written or denies. Each of the team members is trying to describe this word in as much detail as possible or to help another team member to do it if he fails. Thus, everyone has the opportunity to express his opinion or help someone in his statement. The game is quite interesting since the words that need to be explained to the team are extraordinary (for example: to run the state, to vote, to benefit from

...). The intervention of the teacher in this game is minimal. The teacher just comes up with some interesting studied words for the team and follows the progress of the game. The main advantage of this game is conversational practice. During the game, not only those students who speak but also those who listen, are very active because they need to understand and remember the remarks of their teammates, relate them to the situation, determine its correctness, correct and add something of their own. Each student has the opportunity to guess the words at the blackboard because after the word is guessed, the other member of the team goes to the blackboard. It is in the process of such speech interaction that one of the main tasks in learning is solved - communication in English (11-15).

The task of preparing a dialogue implies the reasonableness of its role as a student. The teacher identifies pairs randomly, which implies an inevitable improvisation, which develops flexibility of thinking, fluency of speech, because the student is thinking about how to respond to the replica of the interlocutor, and not painfully remember the memorized phrase.

For example, «Discuss with you colleague all rules you should follow at the municipal election» (students can choose different roles themselves, for example, candidate for election, the electorate, election administration, public organization, etc.). A monologue is considered as a component of the process of communication and an integral part of the dialogue. Any monologic statement should have an addressee, regardless of the form of presentation (oral or written), and implies a response (personal assessment, question, answer). For example,

Speak on:

1. Explain why it is very important for both sides to agree on the overall procedure and objectives, what objectives are stated first (the addressee is a participant in the negotiations).
2. Explain what tactics can be used to create the climate of cooperation, what style of language will help you to do it successfully (addressee - employees of the organization).
3. Distinguish between the American and Chinese ways of conveying the meaning in discussions. Which style do you support? (addressee - discussion participants).

In this approach, it is necessary to take into account the question of the grammatical side of speech. In this case, the more important criterion is to find a solution to the communicative task, therefore, we do not consider it necessary to lower the grade for minor grammatical errors that do not affect the performance of communication.

Discussion exercises can include classroom discussion and commenting. Subjects of educational discussion are determined by the curriculum of the discipline and the interests of



students.

As a speech stimulus, there is a text of a problem nature, containing different points of view on a problem, a popular expression, an interesting quotation, a saying or saying.

We offer students the following task:

Here are three statements.

1. A good workman is known by his chips. A good employee can be seen in his work.
2. As is the workman, so is the work. What a worker, such and work.
3. Business before pleasure. First thing, then entertainment.

Do they express the same idea? Or different ideas? Comment on the statement with which you agree or strongly disagree. Explain why.

"Discussion game" is of interest to students. It is more convenient to carry out based on the text, which is informational support. If students have the right subject, the text is optional. The task of the student is to come up with certain remarks (information - question - agreement - objection). We give speech flares as support. For example, a discussion game based on the following text:

REGIONAL ADMINISTRATION

Public administration is a feature of all nations, whatever their system of government. Within nations, public administration is practiced at the central, intermediate, and local levels. Indeed, the relationships between different levels of government within a single nation constitute a growing problem of public administration.

Regional administration implies authorities functioning within the administrative sectors of ministries, which enable ministries to carry out their responsibilities at a regional and local level.

The functions of regional administration are the following: assesses the educational needs of the region, and plans programs to meet those needs; develops long-range plans based on the goals and values of the regional membership; oversees and evaluates the implementation of long-range plans; accepts fiduciary responsibility for the region; monitors subdivision compliance with corporate and regional bylaws, international policies and administrative procedures; provides counseling to individual subdivisions; ensures open communication at all levels of the region.

Russia consists of 83 federal subjects (members of the Federation). These federal subjects are of equal federal rights in the sense that they have equal representation – two delegates each – in the Federation Council (upper house of the Federal Assembly). They do, however, differ in the degree of autonomy they enjoy.

Explain what is the growing problem of public administration, and will it be solved. (Information (presented in the text) - a question (students make up the most important and interesting questions for discussion, express the main idea of the text) - agreement (express

agreement on this idea and questions) - objection (express disagreement, argue their point of view)). This set of exercises stimulates students to express their own opinions, which contributes to the generation of statements.

As a compositional exercise in the classroom, we use the drafting of situations based on several sentences, story-assumption, story on behalf of the character (for example, on behalf of the president (president), manager (manager), banker (banker), story on the finished plot based on descriptions "(barebone technique), when students are encouraged to supplement it with details.

It is necessary to introduce the so-called "minute of free speaking" in the classroom when they are invited to determine their topic by specialty (Administration, Prices, Money, Advertising, Human Resources, and others) and prepare a short one-minute statement on it within 5-10 minutes. This task contributes to the development of logic, the generation of interesting ideas, the speed of solving problems.

Compositionally logically adjacent exercises that develop initiative, i.e. the ability to attract the attention of the interlocutor, start a conversation, suggest a topic, get the necessary information and achieve a communicative goal.

The initiative "find like-minded people (find adherents)" and "interview (interview)" is aimed at initiative. "Search for like-minded people" involves the division of students into groups. Each participant receives a card with "their" opinion on the issue. With the help of 1-3 questions for a certain time (1-2 minutes), they find their like-minded people. When compiling cards and handing them to students, it is advisable to take into account their interests and level of training.

For the "interview" students think through several questions and tactics of its implementation. For a certain time (3-5 minutes), participants need to interview as many people as possible, following the rules of speech etiquette, and present their results. Questions should be clear and suggest a specific answer.

While speaking, students should not be interrupted so as not to disturb the atmosphere of communication. Corrections should be made quietly, without interrupting the student's speech or analyze errors at the end of the lesson. Some errors that do not affect the performance of communication, it is permissible to ignore, so as not to suppress the speech activity of students.

Summary

The use of a system of exercises for the development of speech productivity shows that students in courses 1 and 2 are fairly fluent in English, not afraid to change their language partners, they easily convey the content of a foreign language text. Students do not have the



difficulty of a creative task (creative writing or creative speaking), for example, writing an essay, commenting on aphorism or quotation.

Conclusion

Thus, the use of the presented system of communication exercises helps to involve all students in the work, requires active mobilization of verbal and thinking abilities, encourages students to make free speech production and use the language as a means of communication, obtain useful information, achieve the result of joint activities and provide an opportunity for self-realization.

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