
THE INTERNET AND MEDIA TEXTS AS A MEANS OF DEVELOPING THE SPEECH COMPETENCE OF GERMAN LEARNERS

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Abstract.

The article studies the possibilities of media texts posted on the Internet as a means of forming foreign language speech competence. The criteria for evaluating the formation of the level of foreign language speech competence and the criteria for selecting media texts for the educational process are considered.

Keywords.

competence, competence-based approach, communicative competence, foreign language speech competence, media text

At the present stage of development of society, an integral part of the existence of which has become the Internet, it is difficult to imagine any field of activity where the resources of the World Wide Web would not be used. The process of teaching a foreign language was no exception. The widespread use of Internet resources makes the process of teaching a foreign language more intense, increases the motivation of students and stimulates independent extracurricular work [19, 136]. All these factors contribute to the formation of foreign language speech competence, which is the object of study in this article.

The competence-based approach in education, which makes it possible to establish qualitative and quantitative requirements for the result of mastering a certain academic subject, sets the task of forming a certain set of competencies in students. At the same time, the result of learning is considered not as a certain amount of knowledge, but as the ability of an individual to use this knowledge in real situations of everyday life. In current pedagogy, it is customary to distinguish between the concepts of "competence" and "competent". As a rule, competence is considered as the ability of an individual to realize his competence, and - as the possession of competence.

However, despite the large number of studies devoted to the genesis of these two concepts, there is still no unity in didactics both about their definition and about the relationship between these categories. There are two directions in the interpretation of these concepts: the first considers them as synonyms, and the second, on the contrary, differentiates them.

For the first time, the term "competence" in relation to language was used by N. Chomsky, who understood it as a kind of "linguistic intuition", linguistic knowledge and linguistic behavior, i.e. the ability to master an abstract system of rules in the practice of speech behavior.

The main goal of learning a foreign language is the formation of communicative competence, the study of the structure of which is devoted to the works of such Russian scientists N.D. Galskova, N.E.S. Polat, A.N. Shchukin and others. Communicative competence includes language, speech and socio-cultural competences, to which compensatory and educational competences were later added.

Earlier (back in the 1980s), the same idea appeared in the works of I.G. Bogin, who wrote that the goal of any foreign language education is the formation of a linguistic personality. Being a component of communicative competence, speech competence includes discursive (the ability to build complete statements corresponding to the communicative task and correctly perceive the speech of the interlocutor) and compensatory (the ability to compensate for missing linguistic knowledge through acquired linguistic and extralinguistic means) components [9,290].

Thus, speech competence is the fluency in all four types of language skills: speaking, reading, writing and listening in real communication. The term "speech competence" is interdisciplinary and is included in the conceptual apparatus of pedagogy, psychology and linguistics.

Foreign language speech competence is the most important component of foreign language communicative competence. A necessary condition for the formation of foreign language speech competence is the formation of linguistic competence (in a simplified sense, the ability to phonetically, grammatically and lexically correctly build a statement). Foreign language speech competence includes a number of subcompetences. So, for example, T.G. Chainikova considers foreign language speech lexical competence as "the ability to perceive, assimilate and use the lexicon expressed by the conceptual and categorical apparatus of a certain subject area" in communication situations, based on "lexical knowledge, speech

lexical skills, speech skills, as well as personal language and speech experience". Thus, she understands a foreign language speech lexical competence as a component of foreign language speech competence [35,163].

Here it would be appropriate to refer to the concepts of "knowledge", "skills" and "abilities". The concept of "knowledge" is ambiguous and has several definitions. From one point of view, knowledge is a part of consciousness, on the other hand, it is a signification, a reflection in the minds of people of objects and phenomena of the world around them, it is also a way of ordering reality, it is a kind of product and result of cognition, a way of reproducing a cognizable object in the minds. The relationship between the concepts of "skills" and "abilities" to this day remains not well defined. Theoretical scientists consider skills to be a higher mental category in relation to skills. They consider skills to be more or less perfect ways of performing any actions based on knowledge or skills acquired by a person in the course of activity.

We can conclude that a skill is an action physical or mental, brought to automatism due to repeated training exercises and not subject to psychic control. Skills are of a different nature. Having acquired knowledge, one can be able to do something, but not have the skill (that is, the action brought to automaticity) to perform a certain activity. Thus, a skill is a readiness to perform an action, and a skill is an automated link in an activity. E.I. Passov identifies the following qualities of a skill: automation, stability, flexibility and relative complexity. In automatization, it includes speed, integrity and smoothness of action, economy, and low level of tension and "slight excitability of the stereotype" [36,568]. Sustainability is defined as secondary automation. The flexibility of a skill is considered in two ways: as the ability to function on new material and as the ability to act in a new situation. The formation of a skill is evidenced by the unconsciousness of the performance of any action, the perception of it by a person as a whole, without highlighting individual elements in it. If the skill is really formed, then the action is performed quickly and efficiently, then it is the turn for the formation of new skills and abilities. For qualitative and quantitative determination of the level of formation of foreign language speech competence, it is necessary to develop appropriate criteria.

One of the first levels of formation of foreign language speech competence was described by I.G. Bogin, however, his research was not carried out within the framework of a competency-based approach, so the scientist writes about a person's speech ability, highlighting the level of correctness, the level of speed, the

level of saturation, the level of adequate choice and the level of adequate equipment [37, 106]. Based on the teachings of I.G. Bogin, we can conclude that at the first level, the ability to understand and build (oral or written) speech utterance in accordance with the communicative task is formed based on previously acquired knowledge of phonetics, vocabulary and grammar of a foreign language. At the next level, the acquired skills are automated and “turned” into skills, as a result of which the speed of both understanding and constructing an utterance increases.

Basic knowledge, skills and abilities developed on their basis are accumulated, enriching the range of understood and produced statements and forming the level of saturation. At the level of adequate choice, the student can consciously select structures and lexical units that correspond to the situation of communication. And, finally, the level of adequate completion, the highest level of foreign language proficiency, implies the ability to complete linguistic and extralinguistic means to create a speech product corresponding to the level of a native speaker.

Based on the above, the criteria for assessing the levels of formation of foreign language speech competence can be considered:

- 1) Phonetic correctness of design and expressiveness of the statement;
- 2) The use of lexical units and phraseological units in accordance with the set communicative task;
- 3) The use of grammatical structures in accordance with the type and genre of the produced (oral or written) statement;
- 4) The ability to start, maintain and end a conversation; keep the conversation going at an acceptable pace;
- 5) The ability to use linguistic means in an oral or written statement in order to change the post-verbal behavior of the interlocutor;
- 6) Listening and reading comprehension of texts of various genres and styles.

A necessary condition for the successful formation of foreign language speech competence is the motivation of the student, his understanding of the practical significance of the foreign language being studied. Internet resources provide invaluable assistance in increasing the motivation of students [23, 30].

The article deals with media text as a means of forming foreign language speech competence. Within the framework of this article, we study only media texts posted on the Internet.

Media text is a complex, multifaceted phenomenon that harmoniously combines linguistic and non-linguistic signs. Regardless of the genre and source (online newspapers or magazines, Wikipedia and online dictionaries, blogs, chats,

etc.), media texts have a number of common properties [2, 152]. The main characteristics of the media text can be considered the interaction of "news and opinions", the transparent structure of the text, consisting of small information blocks, syncretism.

Most media researchers note three main qualities inherent in any media text and which are the generic qualities of the Internet: hypertextuality, multimedia and interactivity. According to V.V. Prozorov, a modern media text is a "multitext", which is an infinite number of texts interconnected by certain common characteristics. When selecting media texts for teaching a foreign language, one should rely on certain criteria.

These criteria are:

1) the authenticity of the text, i.e. the text must be written by a native speaker for native speakers;

2) the presence in the texts of relevant information and the typification of the situations cited in the texts;

3) the verifiability of the information contained in the text (this applies, first of all, to texts posted on the Internet outside of official sources, which may contain both linguistic and factual errors);

4) thematic correlation, relevance, taking into account the age interests of students, educational value; 5) according to some researchers, "a criterion of national security".

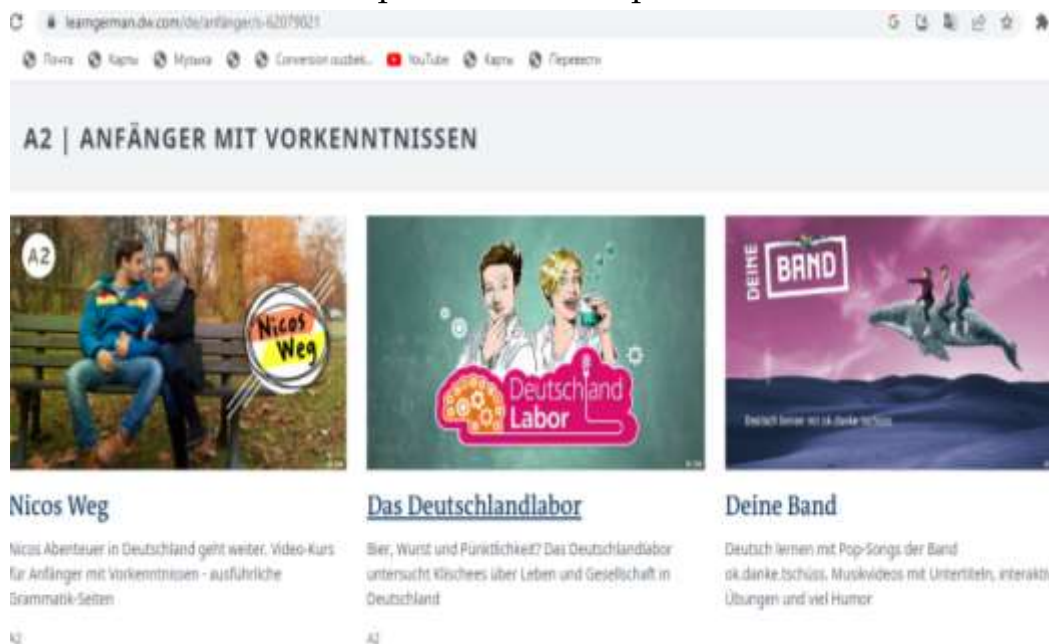
The effectiveness of the use of media texts for the formation of foreign language speech competence is due, from our point of view, to the following factors. Firstly, media texts are accessible and easy to work with copy fragments or the entire text, shorten or distribute it, subject both the form and content of the text to various kinds of transformations (change the time plan, narrative perspective, subjective-evaluative plan, etc.), i.e. perform preparatory exercises for the subsequent utterance. Secondly, some Internet resources provide the opportunity to work with written and spoken text in parallel [9, 288].

So, for example, on the information and educational portal "Deutsche Welle" teachers can find news texts and their sound recording. For users with a low level of knowledge of the German language, "slowly pronounced news" (langsam ausgesprochene Neuigkeiten) and texts for them, as well as exercises to consolidate the language material, are offered (picture 1).

Picture 1.



Thirdly, students have the opportunity to get acquainted with the comments on the texts and leave their own (this can be, for example, a task for the text), which gives a real opportunity for the practical use of a foreign language. In addition, such a property of media texts as hypertextuality allows the student to reveal the meaning of unfamiliar concepts without resorting to a dictionary, but by following a hyperlink to another text, that explains this concept.



Thus, when using a media text, skills are developed in all four types of speech activity, which leads to the successful formation of foreign language speech competence, in addition, the student's motivation to learn a foreign language increases.

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