TEACHING MONOLOGIC SPEECH IN ENGLISH CLASSES

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Abstract:

In the practice of teaching a foreign language, one has to deal with such a phenomenon when a student cannot make an independent message consisting of several consecutive, interconnected phrases. often, student statements are either monosyllabic answers to the teacher's questions, or a purely formal, chronological listing of some actions. learning monologue is extremely difficult. a monological statement is considered as a component of the communication process at any level of pair, group, mass. this means that any monologue is monologue in nature, always addressed to someone, even if the addressee is the speaker himself, although in the structural and many other respects its types are very specific.

Learning to speak as a productive process requires the student to build a statement due to the situation of communication, is a complex methodological task, since mastering it is associated with the greatest difficulties for students and requires a lot of time and effort both from the teacher and the students. Nevertheless, these costs of time and effort are paid off if students master this activity at the initial stage of training and improve on average with strictly worked out material that provides a motivational level and a reliable basis for the formation of other types of speech activity.

Introduction:

The main task at the middle level of training in monologic speech is to improve the communicative core or fundamental skills of foreign language communication. Improving communication skills makes it possible to independently solvecommunicative-cognitive tasks, including language conjecture and the ability to express a personal attitude to perceived information.

The teaching of monologic speech as a concept and as a terminological combination has taken a strong place in the methodological literature. At present, there is quite a wealth of experience in the methodological organization of teaching monologic speech:

- a number of domestic and foreign studies devoted to the structure of teaching speaking (I.A. Zimnyaya, A.A. Leontyev);
- general theoretical issues of teaching monologic speech, such as the linguistic characterization of monologue (A.A. Alkhazishvili and others);
- functional types of monological utterances (A.K. Artykbaeva, N.V. Dolgalova, M.N. Kalnin, O.A. Nechaeva, L.I. Novozhilova, O.G. Rezel, etc.);
- as well as various aspects s methods of teaching monologic speech in high school in a foreign language (A.A Weisz, L.I.Lazarkevich et al.);
- the establishment of system of exercises for training monologue speech in school. [16]

The attitude to the very existence and, accordingly, the definition of monologic speech by psychologists and linguists is far from ambiguous. Therefore, according to E.I. Passov there is no monologic or dialogical speech.Butthere are statements of different levels - at the level of a word, phrase, phrase, in addition to unity and text (the latter two are classified as so-called monological speech), on the one hand, and, on the other hand, there is communication , i.e., interaction with other people as an internal mechanism of collective life [3].

I.A. Zimnaya believes that a monologue is a greater or lesser part of the dialogue, always assuming the presence of an interlocutor [8].

By definition, G.V. Horny, a monologue is a form of verbal coherent utterance, a statement of thoughts by one person.

The monologue consists of a series of logically sequentially interconnected sentences, intonationally designed and united by a single content or subject of expression [5].

The monologuemotivates to think, teaches to think logically and accordingly structure your statement in such a way as to bring your thoughts to the listener.

Describing the psychological characteristics of monologic speech,it should be noted that the monologue is a relatively detailed type of speech activity in which non-verbal information obtained from a conversation situation is used relatively little. This is an active and arbitrary type of speech, for which the speaker must have some theme and be able to build on his basis his statement or sequence of statements. In addition, this is an organized type of speech, which implies the presence of the ability to program not only a single statement or sentence, but also the entire message as a whole, to use selectively linguistic means adequate to the communicative intention, as well as some non-linguistic communicative means of expressing thoughts (primarily intonation).

Thus, monologic speech is always marked by communicative goals and the speaker's task. Communicativeness is a fundamental factor ensuring the adequacy of communication at the logical-semantic level.

While dialogical speech is situational, monological refers primarily to contextual speech, characterized by consistency and logic, completeness, pithiness, completeness and clarity of thought, which makes it more independent of the situation.

In addition, the psychological characteristics of monologic speech include the appeal to the listener, emotional coloring, which find external expression in linguistic and structural-compositional features.

From the point of view of linguistics, monologue is characterized by the use of sentences with different structures, multicomponent and complete with a complicated syntax, with the presence of word addresses, rhetorical questions that attract the attention of audiences, clichés, connective words that convey the sequence of statements.

Monological speech has the following communicative functions:

• informative, the essence of which is to communicate new information in the form of knowledge about objects and phenomena of surrounding reality, a description of events, actions,

conditions; acting involves the conviction of someone in the correctness of certain thoughts, views, beliefs, actions; inducement to action or prevention of action;

• emotional-evaluative involves the assessment of events, objects, phenomena, actions.For high school, the most relevant is the informative function of monologue speech.

Each of the above functions of monologic speech is characterized by its own language means of expression and special psychological stimuli.

Based on the main communicative functions of monologic speech, it is customary to talk about its functional types (A.K. Artykbaeva, N.V. Dolgalova, M.N. Kalnin, O.A. Nechaeva, L.I. Novozhilova, O.G. Rezeland etc.):

• monologue-description - a way of expressing thoughts, suggesting a characteristic of an object, a phenomenon in a static state, which is carried out by listing their qualities, signs, features; The structure of the descriptive monologue is represented by the following blocks: inception - the central part - the conclusion (ending).

• a monologue message (narration, story) - information about developing actions and conditions; The structure of the monologue - narration is represented by the following sequence: inception - the main part - conclusion (conclusion).

• monologue-reasoning - a type of speech that is characterized by special logical relationships between its constituent judgments, which form an inference. Structurally, monologue - reasoning is a unity of the following parts: thesis - evidence - conclusion [1].

All these types require the possession of a complex monological skill of coherent presentation of thoughts, facts, and events, manifested in particular.Inthe possession of the connecting elements of sentences - adverbs of the time (lately, then), cause and effect (thus, therefore), adverbs expressing the sequence (firstly, secondly), as well as a combination of well-known student speech patterns in accordance with the goals and conditions of communication, in particular, the choice of the appropriate word order in sentences, unions and allied words.

Monological skill is understood as the ability to control lexical, grammatical and phonetic skills in order to realize the ultimate goal - producing a monologic utterance (R.K. Minyar - Beloruchev).

In the conditions of studying a foreign language at school, we can talk about different levels of monologue speech formation, depending on the independence and creativity that students show.

• the reproductive level of speech does not imply independence and creativity on the part of students both in the choice of language means and in determining the content of the utterance, it is set from the outside.

• the reproductive-productive level involves some elements of creativity and independence, which is manifested in the variation of the acquired language material, its use in a new situation, in changing the sequence and composition of the presentation.

• the productive level of speech is characterized by the complete independence of the selection and construction of the utterance, as well as the creative approach to its design, the presence of an assessment of what is happening on the part of the speaker.

At present, the school is set the task of developing unprepared productive speech of students.

Speaking about the communicative development of students at the middle level of education,it should be noted that students do not fully disclose the relationship between the phenomena. Although the students have the basics of constructing theoretical concepts and are ready for theoretical generalizations, they still prefer concrete propositions to theoretical, abstract reasoning, a description of concrete facts, and the establishment of causal relationships between them. In the process of schooling, they develop the ability to build reasoning, to draw conclusions, conclusions, clearly formed - effective thinking. Developing student learning at the middle level of instruction allows us to successfully form not only theoretical thinking, but also reflection on the way of speech activity, in particular reasoning.

The most familiar and accessible for this age is also the solution of the communicative task of description and narration. During this period, a monological description and narration acts as the most common educational tasks, the solution of which is inextricably linked with optimal perception capabilities. Most interestingly, it is being improved on the middle level of training. This fact can be taken into account by a teacher of a foreign language as a psychological justification for the widespread use of speech supports, figurative visibility: pictures, drawings, objects, as an organization of the subject plan of a statement.

Research T.S. Putilov's solution of communicative problems for schoolchildren of different age periods showed that students of this level of learning differentiate well by such communicative speech tasks as description and explanation, on the one hand, and proof and conviction, on the other. [15]

So, for example, if it is necessary to solve the last two problems, they use much more words, semantic links expressing causality than when solving problems of description and explanation. Their use of causality in the statement indicates that students of this age understand and are aware of the direction of evidence and belief in opening causal relationships between objects and phenomena of the surrounding reality.

Persuasion as a communicative task differs from other similar tasks, for example, descriptions, explanations, proofs with the most communicative focus on a communication partner. Due to the peculiarities of their speech-cognitive activity, students are not always able to fully master all the structural, substantive and formal (linguistic) components of belief. A way to solve this problem, which is an independent difficulty, cannot become an object of consciousness of a student without specially organized communication.

On the whole, characterizing the level of development of the monologic speech activity of students at the middle level of study, we can say that during the learning process, they complicate, integrate both oral and written statements by increasing the number of secondary members of the sentence, the appearance of a compound predicate, etc. At the same time, in connection with the expansion of the student's vocabulary, the number of sentences in the generated text, the total volume of the statement increases. Speech actions are becoming more and more reflective. The student independently reasons and manages his mental operations, realizes the essential connections in the statement.

The above-mentioned features of the communicative development of students at the middle level of education indicate:

• naturalheterochronism of the development of oral and written forms of communication, ie ahead of oral expression and listening comprehension;

• insufficient formation of all speech mechanisms, in particular, full understanding;

• insufficient level of development of ways of forming thoughts [6].

Thus, it should be said that the student's thought does not yet comply entirely with the logical plan of its presentation. Statements, especially detailed ones, are often not logical enough. In the same case, when he is purposefully taught spelling, punctuation, building texts, communication, etc., he reveals a higher level of development in all types of speech activity.

1. Speaking is a type of speech activity through which verbal communication is verbal. Learning to speak is closely connected with the use of a personality-oriented approach to education and upbringing of the younger generation, which takes into account the personal interests of students, their individual characteristics.

Learning to speak includes developing the skills of dialogic and monologic speech. Each species has its own psychological and linguistic features, the observance of which contributes to the successful mastery of a particular oral-speech form of communication.

2. Monological speech is the speech of one person expressing his thoughts, intentions, assessment of events in a more or less detailed form. Monological speech refers mainly to contextual speech, therefore it is characterized by consistency and consistency, completeness, pithiness, completeness and clarity thoughts, which makes her more independent of the situation.

3. In teaching speaking, in particular, teaching monologic speech, one should take into account the psychological and pedagogical characteristics of students at one or another level of training. [thirteen]

At the intermediate level of teaching a foreign language, students are able to reason independently, manage their mental operations, and become aware of the essential connections in the utterance.

Materials and methods:

The aim of this work is to study the methodology of teaching monologic speech at the intermediate level of teaching the English language, taking into account the characteristic features of monologic utterance, and determining its theoretical and practical foundations.

The implementation of the stated goal involves the implementation of the following tasks:

1. to reveal the structure of teaching speaking in the light of a personality-oriented approach to teaching a foreign language and highlight the essence of the concept of "monologic speech";

2 to study the psychological and pedagogical features of teaching monologic speech of students at the secondary level of education;

3 to consider a model for teaching monologic speech based on super-phrasal unity in foreign language lessons at the middle level of instruction;

3. to test the model of teaching monologic speech based on super-phrasal unity in English lessons at the middle level of training in the process of conducting a methodical experiment.

The object of the study is the teaching of speaking English lessons at the intermediate level of instruction.

The subject of the study is the process of teaching monologic speech in English lessons.

To implement the research tasks, the following research methods were used that are adequate to the object and subject of work:

• a critical analysis of literary sources that raise the problem of teaching monologic speech in the process of teaching a foreign language;

• study and analysis of pedagogical experience in teaching speaking (monologic speech) in a comprehensive school;

• a methodical experiment to study the features of teaching monologic speech;

• pedagogical observation to determine the meaning of monologic speech in teaching a foreign language.

Results and discussion:

Let us consider monologic speech as an object of instruction. Note that we will call a monologic utterance a segment of speech that is between two adjacent utterances and has certain parameters.

A monologue can be of different levels:

1) word (word form)

2) the phrase

3) phrase

4) over-phrase unity

5) text. [11]

At any of these levels, a monologic utterance acts as a speech unit in the process of communication, whether it is a replica, statement (phrase), question (phrase), persuasion (over-phrase unity) or report, story (text), etc.

A speech unit of any level has inherent difficulties in mastering it: for the level of words and phrases it is morphological difficulties (albeit of a different plan), for the level of phrases it is syntactic, for levels of super-phrasal unity and text it is logical-syntactic.

Each of the levels has its own models. For words, these are types of word formations; for phrases, their types; for all other levels, their basic structural characteristics. Any model can be verbally filled, and then it serves as a speech model.

A statement of any level is characterized by certain parameters, among which there are both general and specific for each of the levels. The first three levels of utterances in terms of training relate to the mastery of the lexical and grammatical sides of speaking, only the levels of super phrase unity and text belong to the stage of development of speech ability. Further, when speaking about teaching monologic utterance, we will keep in mind only the level of super-phrasal unity. This level makes up the entire complexity of learning at the stage of development of speech ability, is characteristic of monologic utterance and is the key to mastering it. A monological statement at the level of super-phrasal unity can be considered as an activity (process) and as a product. In both cases, the monologue is characterized by different parameters. As an activity, it is always purposeful, connected with communicative thinking, with the general activity of a person, with the personality of the speaker, it is situational, heuristic and passes at a certain pace. As a product, this statement is always informative, productive, expressive, structural, logical, and holistic.

Even a single listing of the parameters of a monologue utterance shows that teaching him is an extremely difficult matter, and question-answer exercises are not the most appropriate means of learning. Therefore, we select only three of all its parameters, which reflect its essence and constitute the main difficulty, require special teaching aids.

1. The relatively continuous nature of the utterance. The process of its generation lasts a certain time, without being interrupted by someone (something). This quality of a monologue utterance determines, first of all, the very specific psychological mood of the speaker, as well as the organization of his utterance. The main mechanism here is the over-phrasal lead mechanism. That is why a monologue is not the sum of the answers to a series of questions.

2. Consistency, logic. This quality is manifested in the development of the idea of a key phrase in subsequent (others). "Development of an idea" should not be taken literally. This refers to its clarification, explanation, justification, addition, approaches to it. Therefore, the key phrase can be anywhere in the statement. For training, it is very important to know how the statement unfolds, what are the patterns in this, what models are the basis of different types of monologicalstatements.

3. Relative semantic completeness, communicative orientation. "Monological" statements of the form "I want to write a letter. So, I will go to the post office where I will buy an envelope and stamps. Then I will write a letter, put it into the envelope, stick it and drop the letter in the mailbox" are just a listing of actions. The logic of actions in them is temporary, not semantic, which is done only for the formal use of words, temporary forms, etc. in the learning process. However, in the process of communication, such statements are difficult to justify. [10]

For successful teaching of monologic utterance based on super-phrasal unity, it is necessary to adhere to the following steps:

At the first stage, the ability to express one finished thought, one statement on the topic at the level of one phrase is developed. The teacher calls the topic, students take turns saying one phrase at a time. If the student makes two sentences, they can be two independent statements, there is no obligatory connection between them.

The second stage begins when students are required to pay attention to the logical connection of the said phrases. For example, the sentence "Our classroom is large. Our classroom is clean" is bad, because the proposals are built on the same model, and the statement "Our classroom is large. There are four windows in it" well. At this stage, the contradiction obtained must be overcome, i.e., wean students to pronounce an empty set of sentences and learn to speak logically.

The third stage is characterized by new logical tasks and a mandatory increase in the volume of utterance. Here, the student should include elements of reasoning argumentation [5].

At the stage of improving skills, one should achieve an utterance with all its inherent qualities at the level of two or three phrases, such an utterance can be called a micro utterance. At the stage of development of the skill, a statement of a larger volume and, accordingly, of better quality should be developed.

To teach monologic utterance at the level of super-phrasal unity, it is necessary to use exercises that contribute to the development of logical thinking, the formation of skills and abilities of the logical construction of speech. For instance:

• Combine simple narrative sentences into complex ones;
• Finish statements, (using the proposed options);
• Find the appropriate arguments for these abstracts (abstracts are given below);
• Explain the reason ...;
• Prove that ...;
• Choose a picture that evokes associations with studies (leisure, work, etc.), justify your choice;
• Listen to the sound situation (a chain of sounds, a piece of music, etc.) and express your opinion about the place of events, etc. [12]

Speaking in monological form is very difficult for students in both their native and foreign languages. It is connected with the choice of what to say and how to say, i.e. with the definition of the content and form of its presentation. Therefore, the formation of this complex skill involves the widespread use of supports. [9]

The purpose of the supports is to directly or indirectly help to generate speech utterance by invoking associations with students' life and speech experience. L.I. Lazarkevich, having analyzed various types of supports, came to the conclusion that when teaching monologic speech, supports should be understood as "a special kind of incentives that provide:

a) the general direction of the content of the statement,
b) the adequacy of the statement to the topic,
c) the logical construction of the statement,
d) quantitative sufficiency in the disclosure of the topic "[3].

Thus, supports, on the one hand, stimulate the student's speech, on the other hand, help to formulate thoughts correctly.

Any support is a way to control either the content of the statement, or its meaning. Hence, there is another division of the supports - into substantive and semantic, which take into account two levels of utterance: the level of meanings (Who? What? Where? When? etc.) and the level of meaning (Why?). If both criteria are brought together, then we obtain the following classification of supports.

Conclusions:

In this work, we examined the process of speaking from the point of view of its main aspects, mechanisms and components, the requirements for teaching monologic utterance.

The aim of this work was to study the methodology of teaching monologic speech based on superphrase unity in the intermediate level of teaching the English language, taking into account the characteristic features of monologic utterance, and to determine its theoretical and practical foundations.

During the writing of the work, we did the following work:

2. The structure of teaching speaking in the light of a personality-oriented approach to teaching a foreign language is examined and the essence of the concept of "monologic speech" is highlighted;

3. There is studied the psychological and pedagogical features of teaching monologic speech of students at the secondary level of education; pupils of this educational level are able to reason independently, manage their mental operations, and become aware of the essential connections in the utterance.

4. A model for teaching monologic speech on the basis of super-phrasal unity in foreign language lessons at the middle level of educatiion is considered. Teaching monologic utterance based on super-phrasal unity is difficult at the stage of development of speech skills.

5.A model for teaching monologic speech based on superphrase unity was tested in English lessons at the middle level of training in the process of conducting a methodical experiment.

For the effective development of monologic speech skills, one should observe a strict sequence of methodological actions necessary and sufficient for the successful mastery of this type of speech activity. Knowledge of the psychological and pedagogical features of students allows you to organize training sessions in such a way that the learning process contributes to increased motivation and cognitive activity of students.

Acknowledgments:

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