TEACHING MONOLOGICAL AND DIALOGICAL FORMS OF SPEECH IN FOREIGN LANGUAGE AT HIGH SCHOOLS

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Abstract:

Recently, teaching English has become very widespread. This is a social order, as modern society is unthinkable without extensive international contacts. The importance of a foreign language has become a sign of education. Learning a foreign language provides intellectual, verbal and emotional development, has a beneficial effect on the formation of the speech motor, develops phonemic hearing, a sense of language. A foreign language broadens the children's perception of the environment, the ability to observe, compare, and establish connections. Also, the study of a foreign language forms theoretical thinking, trains all kinds of memory, develops imagination, creative abilities, and satisfies the cognitive needs of a person. In addition, a foreign language contributes to the development of social skills.

Mastering a foreign language is a systematic work. Teacher teaches students to regularly and conscientiously complete their homework, actively work in the classroom, which is also important for educating the individual. And in schools and classes with in-depth study of a foreign language, the foundations of vocational training in a foreign language are laid.

Recently, in the theory and methodology of teaching a foreign language, more and more attention has been paid to the problem of learning to speak English. Proficiency in a foreign language makes it possible to correctly express thoughts in this language, it is a means of live contact, which ensures the achievement of mutual understanding between people. The desire to speak a foreign language arises when people have a need to say something to each other. The motive may be the incentive of the interlocutor to take any action (communicate, prove) and non-verbal action (fulfill the request, do something).

Introduction:

Speaking is a form of verbal communication, through which information is exchanged by means of the language, contact and understanding are established, and the interlocutor is affected in accordance with the communicative intention of the speaker.

All the functions of verbal communication - informative, regulatory, emotionally evaluative and etiquette - are carried out in close unity.

One of the main tasks of modern teaching of speaking is the formation of a secondary linguistic personality that can successfully carry out social interaction with speakers of a different culture [2].

Speaking is characterized by the presence of complex mental activity based on speech hearing, memory, prediction and attention. It can have varying complexity, from expressing an affective state with a simple exclamation, naming an object, answering a question, and ending with an independent expanded statement. This transition from words and phrases to whole utterances is associated with varying degrees of participation of thinking and memory.

In existing models of speech generation (L.S. Vygotsky, A.A. Leontyev, A.R. Luria, F. Kainz, etc.), despite the differences in the system of concepts, the three-phase structure of speech actions is recognized as fundamental: the planning phase, the phase implementation, control phase.

Speech intention arises under the influence of objects and phenomena surrounding us, our perceptions and sensory experiences. They create the technical basis of the pre-speech phase and contribute to the formation of judgment [1].

In the model A.A. Leont'ev's speech intention arises on the basis of motive and other factors, is mediated by a subjective (subject) code, and is formed as a plan (or program) of a speech utterance [3].

A.N. Leont'ev points out that "motives are revealed to consciousness only objectively, by analyzing activity and its dynamics. Subjectively, they appear only in indirect expression - in the form of experience, desire, desire for a goal" [8]. Since any activity is polymotivated, the author divides motives into two main groups: motives-goals, which are semantic, and motives-stimuli, which play the role of motivating factors. Motives-goals are leading, since they are recognized by the subject as a common goal of activity, make it significant, give it what A.N. Leontiev calls the personal meaning of activity. Incentive motives are a group of secondary factors inducing activity, and are not recognized by the subject of activity.

Thought, according to psychologists, appears when a certain problem or conflict arises and is formed under the influence of the situation, the tasks and goals of communication that arise, as well as the person's internal state. In intellect (and not in language) a general semantic image is created.

From the foregoing, it follows that the process of moving from thought to word is associated with orientation in the situation and speech planning, that is, in fact, with the forecasting of the upcoming text. Getting started with speech planning, the speaker proceeds from some initial understanding of the communication situation. In this primary understanding, V.V. Andreevskaya, the subject components of the situation, spatial and partially causal relationships are noted, a general semantic concept of the situation is created. In this case, complex mental activity is performed [2].

Interesting results were obtained in the study of internal speech in various types of mental activity. In particular, it was found that inner speech is not a constant phenomenon, it is unstable and is at different levels of complexity. When performing more difficult mental activity, it acquires greater intensity and development, signaling the intensification of the processes of mental analysis and synthesis, and sometimes turns into an internal pronunciation. When solving light problems, it weakens (reduces) or completely disappears [9].

Psychological observations also revealed that internal speech in a foreign language depends on the degree of knowledge of it and has a more detailed form at the beginning of training. The translation of the concept into the actual language form at the initial stage is different, according to A.A. Leont'ev, from such a translation in his native language, and is carried out according to the scheme plan> statement in his native language> statement in a foreign language. The higher the level of language proficiency, the less the need for an intermediate stage, and, finally, it disappears [3]. Taking into account the psychological characteristics of internal speech is necessary for the proper organization of the educational process, as it is known that it not only prepares an independent statement, but also helps to understand other people's thoughts.

At the initial stage, internal speech helps the formation of phrasal stereotypes and the development of verbal hearing, especially phonemic.

Zhinkin N.I. He said that "the language rests on the principle of substitutions," and the sooner the pupils learn to "transcode from their individual language to the code of the foreign language being studied," the more successful will be learning to speak [2].

Materials and methods:

The aim of the study is to identify the psychological, pedagogical and methodological aspects of teaching English speaking.

The following tasks are set in the work:

1) To study the psychological, pedagogical and methodological literature on the problem of teaching speaking in English;

2) Determine the place of speaking in the process of teaching foreign languages;

3) Describe the concept of "monological utterance";

4) To analyze the methodology of teaching foreign language monological utterance;

5) Choose a system of exercises used in the learning process of a foreign language monologue.

Results and discussion:

From a brief analysis of the psychological prerequisites for teaching speaking, we can conclude that the success of the development of forms of communication depends on:

- from the formation of technical speaking skills - the presence of phonetic and lexical-grammatical automatisms, reduction of internal speech, the ability to use equivalent replacements and associations;

- from creating motives for learning;

- from the implementation of situational conditioning;

- from predicting interference and transfer zones.

The success of teaching speaking depends on the individual age characteristics of the children (on their motives for learning, attention and interest, on the ability to use oral communication strategies, rely on previous speech experience, etc.), on the linguistic and discursive characteristics of the texts, and finally , from the conditions of training (the availability of technical training tools, situational conditioning and problematic exercises, pair-group organization of classes, etc.).

Let us turn to a more detailed analysis of some of the factors.

The success of oral communication depends on:

a) from the desire to make contact, that is, to realize the arisen speech intention, allowing to establish mutual understanding with other people;

b) on the degree of proficiency in structural and systemic formations at different levels of the language and on the ability to use them in appropriate communication situations;

c) from possession of a set of speech-organizing formulas necessary for verbal procedures.

Of these conditions, situations of particular interest are caused by not only their well-known practical purpose - to contribute to the emergence of a motive and need for expression, to help put forward hypotheses and assumptions - but also to activate mental activity, to bring the learning process closer to natural speech communication.

The components of the situation and their purpose are described by many authors. The difference in approaches is observed either in the number of components or in their interpretation, depending on the form of communication and the specific situation.

The most widely used model is D. Wunderlich, who identifies eight components: the speaker, communication partner, time of utterance, place of utterance, cognitive content of utterance, phonological and syntactic features; the prerequisites from which the speaker comes (supposed knowledge of the partner), the speaker's speech intent [1].

Spatial and temporal components are associated with the implementation of a certain type of activity and largely determine the topic of communication. They also influence the choice of language means, the manner and tone of communication. For example, in public transport, a loud voice, laughter, some topics for conversation, and much more are inappropriate. It is very important in such situations to be guided by the norms and rules of behavior characteristic of a particular culture.

As for such a component of the situation as the prerequisites for communication, in this connection we can refer to E.S. Kubryakova, who claims that in the process of communication "forces appear that come essentially not from the speaker, but from his assessment of his condition, knowledge, mentality, belonging to a particular social layer and those for whom speech is intended" [2].

The results of orientation in the interlocutor are reflected in the structure and volume of the utterance, as well as in the selection of language means.

When organizing the educational process, one should strive to ensure that exercises and situations contain as many problematic issues as possible, allowing students to express opposing points of view, argue and convince. Active participation in solving problems increases the interest in learning the language, and satisfaction from independently found solutions is a strong motivating factor that develops the mental activity of children.

Requirements for the construction of the educational process in the aspect of teaching speaking

In modern methods, frontal work in the classroom is being replaced more and more actively by social / interactive forms of learning. Performing paired, group or collective tasks, children focus their attention not on the linguistic form of expression, but on the content. What is important at the same time is the goal of the joint activity - to learn new information and fix / evaluate it, together discuss problematic tasks, compare different points of view, take part in the game, do something together (project, travel plan and so on). In the process of performing interactive tasks, children show creativity and independence, and are not passive performers of speech actions.

It should be noted that communicative strategies are used in the native language, when certain difficulties arise in communication. The main of these strategies include [4]:

• return to the above (Sorry, I will start over);
• paraphrase (I will express it differently);
- change to:
• common word (thing, person);
• pronoun (this, it, they, something);
• a more general concept (tree instead of oak);
• synonym (discussion instead of debate);
- description with:
• general physical qualities (color, size);

• specific traits (He has four legs);

• show (Look what I mean);

- gestures, facial expressions, sounds;

• request for help (Please tell me again, what is this called?).

Properly organized group / collective work and a communicatively-oriented construction of the educational process as a whole will be of great importance for the success of teaching speaking.

Monological speech is a special type of verbal communication of people, involving the process of forming and formulating their thoughts through the sound system of the language. The product of monologic communication is a monologue, a special and complex skill that must be specially formed [3].

The problem of teaching monologic speech is still one of the little studied. There is debate even on the issue of a single definition (definitions given by N.Yu. Shvedova, V.V. Vinogradov, I.A. Zimnyaya and others).

N.I. Gez proposed this definition: a monologue is an organized type of speech, which is a product of individual construction and assumes a lengthy statement by one person addressed to the audience [3].

Monological speech has its own specific psychological and linguistic characteristics.

Psychological characteristics

1. The one-way nature of communication.

Monological speech is directed and directed at one or several persons (audience), but the speaker's speech behavior in most cases does not depend on the listeners, since their reaction to the statement may not be of an outwardly expressed nature.

2. Preparedness, planning.

Monological speech is pre-programmed in either internal or external speech, which implies the formation of skills to anticipate the compositional structure of the utterance, to outline the derived language material and semantic milestones of speech.

3. The context of monologue speech.

As a rule, monologic speech is built without taking into account extralinguistic situations. She must be understood from herself. Therefore, to achieve an accurate, adequate understanding, the speaker must provide himself with a context that does not allow a double interpretation of thought.

4. Continuous.

Continuity allows the speaker to express his thoughts in a coherent and complete way. Consistency and consistency, completeness and coherence of presentation, compositional formality - are the most important qualities of monologic speech, which stem from its contextual and continuous nature.

5. Less emotional (compared to dialogic speech).

In monologic speech, the speaker uses mainly a neutral dictionary, the use of paralinguistic means is the exception rather than the norm.

6. Unlimited in time.

In psychological literature, there is a greater difficulty and complexity of monologic speech compared to dialogic: coherence and sequence of presentation of one's thoughts, clarity and distinctness of the form of expression (which is also difficult in the native language).

Linguistic characteristics

The completeness of the proposals, the development of the presentation of thoughts.

Proximity to book-written speech by the complexity of syntax, dictionary.

The presence of binding elements.

Monological speech is coherent speech, therefore, the presence of temporary adverbs, pronominal substitutions, unions and other things are necessary.

4. The monotony of monological speech. [5]

The above characteristics of monological speech are characteristic of it in real life, in real communication. When teaching conditions impose some restrictions on this type of speech activity, therefore, in kindergarten they talk about educational monologic speech, which has the characteristics of a natural, but minimized form.

The main purpose of teaching speaking is to develop the ability of children to carry out verbal speech communication in a variety of socially determined situations.

As a linguistic component of the content of teaching monologic speech, scientists call speech samples of different levels from a simple sentence to a coherent monological utterance - text.

In the methodological literature there is no consensus on the level nature of monological statements. Researchers talk about three levels of monologue speech - one sentence, connected speech and free speech. The proposed classification is based on quantitative principles (volume of utterance, lexical and grammatical diversity.) And qualitative characteristics (depth of disclosure, consistency, completeness, value judgments.).

Researchers offer the following levels of monologic utterance (the classification is based on criteria - the number and quality of illustrative supports, the quantity and quality of semantic milestones - main thoughts in a monologic utterance, the quantity and quality of derived language material):

- the level of one sentence, the final product of which is an elementary monologue

A sentence can be considered a monologue if it contains a complete thought. The semantic milestones of an elementary monological utterance are contained in the words, the main members of the sentence.

- the level of the minimum monologue utterance, the final product of which is a monologue utterance of a certain functional-semantic type - description, narration (story), reasoning (one semantic milestone in the sentence and derived language material, necessary and sufficient to clarify the idea inherent in the main sentence) .

- the level of detailed monological utterance, a text-level message (several semantic milestones and derived language material). [6]

Brandes M.P. He said that in real communication a person uses the so-called contaminated speech, which is not a thematic combination of different speech forms, but their internal crossbreeding, but in educational conditions it seems advisable to talk about the educational description, narration and reasoning.

According to E.I. Motina, the description is a way of presentation, which is a characteristic of objects, phenomena or parts in a static state.

It is characterized by a simple stringing of sentences in the order of their logical sequence. Usually the description is objective, devoid of emotionality. Description has its own structure (conception, central part, ending).

According to O.A. Nechaeva, narration is a functional-semantic type of speech that expresses a message about developing actions or conditions and has specific semantic means for the implementation of this function.

The narrative has its own structure (introduction, main part, conclusion). In the narrative, a change in the time plan is observed, expressive-emotional means are used.

O.A. Nechaeva believes that reasoning is a type of speech that is characterized by special relationships between its judgments, models of inference, and a specific linguistic structure, which depends not only on the logical basis of reasoning, but also on the semantic meaning of the opening judgment.

Reasoning is the most difficult type of monologue utterance, its structure includes three parts - the initial thesis (information whose falsity or truth is to be proved), the argumentative part and the conclusion. In the discussion, it is necessary to use synonymous language tools that develop thought in a new way [9].

A coherent monological name refers to coherent speech consisting of a series of logically sequentially interconnected sentences intonationally designed and united by a single content (G.V. Rogova, Sh.M. Rozhkova).

The psychological component of the content of the training of monological oral speech includes speech skills and skills in its composition. Under monological skills, according to S.Sh. Shatilova, skills are understood:

1) linguistically correct,

2) logically sequentially (connected),

3) quite enough

4) sufficiently communicatively-motivated (depending on the purpose of communication) and creatively use the linguistic means of a foreign language.

These skills, taking into account their specificity in various types of monologic statements, are the purpose of training and the content on which it is implemented.

Exercise system for teaching foreign monologue

It is known that the process of generating speech utterances cannot be fully automated in terms of form and content, because otherwise the essence of language as the main means of exchanging thoughts would be lost. At the same time, speech mechanisms include numerous components that lend themselves to automation and appear in the process of speech communication as fixed operations, that is, skills. For example, due to the inextricable unity of the auditory and speech-motor analyzer, a person must have perfect knowledge of signal imitation skills, phonemic and intonation hearing, instant combination of words within the studied minimum and others. Thus, any speech skill is based on automated fixed operations, developed under the control of consciousness using a variety of exercises. [8]

The types of exercises and the nature of the operations associated with their implementation will vary depending on the stage of training and the language complexity of the generated text.

For example, for a beginner to learn a language, the amount of RAM in a foreign language is much lower than in the native language, therefore, to develop the same skill, for example, to simulate fairly long syntactic structures, additional exercises will be needed to expand the limited memory capabilities.

Depending on the level of training, two stages of mastering a monological speech are distinguished:

1) mastery of the basics of monological communication;

2) improvement of monological skills.

Given the features of monologue speech as a type of speech activity and as a complex speech skill, we can propose the following classification of exercises [7]:

a) training / preparatory:

- imitative (based on the reproduction of the material);

- transformational (modification of structures);

- constructive (with or without a sample);

- combined;

b) speech / communication:

- prepared monologue speech:

- reproduction of coherent statements with some modification;

- compilation of the story by keywords, plan.

- unprepared monologue speech:

- inventing a title and its justification;

- description of the pictures;

- characteristics of the actors.

The subsystem of preparatory / training exercises is designed to provide the conditions for the formation of speech utterance and the success of its implementation.

An approximate organization of preparatory exercises can be represented as follows:

- imitation (without conversion, with a slight transformation of the samples);
- modification of offers (substitutions, expansion or reduction of sentences, replacement of replicas, etc.);
- synonymous and antonymic substitutions;
- combination and grouping (words, sentences, speech formulas);
- design and education by analogy;
- question-answer exercises.

To illustrate the above, we list some types of preparatory exercises [2]:

- answer the question using samples (words, constructions, speech formulas);
- replace the selected words in the sentence with synonyms / antonyms;
- name the situation in which the listed speech / etiquette formulas can be used;
- convert narrative sentences into interrogative ones;
- describe the subject / phenomenon in two or three phrases;
- restore missing words in a sentence / text based on the context.

Speech exercises contribute to the development of skills to form speech messages in conditions approaching natural communication. They teach [7]:

- clearly formulate the main idea;
- consistently develop thought;
- express the same thought by different means;
- build a statement based on its pragmatic value;
- correlate the statement with the situation of communication;
- adapt to the individual characteristics of the communication partner;
- correlate paralinguistic phenomena (gestures, facial expressions) with the situation of communication;
- Predict the response of the partner and adequately respond to his remarks.

Speech exercises are not considered as a single-level subsystem. The dynamics of the formation of speech skills, assuming as the ultimate goal the free combination of material adequate to the communicative intention, is associated with the development of exercises of two groups - for teaching prepared (from the position of a teacher - managed) speech and for developing skills in unprepared (uncontrolled) speech [8].

When generating a prepared statement, students rely on memory, on associations, on rules, and numerous formal hints. This type of speech is less creative in nature, since for the most part it is associated not only with the given material, but also with the suggested content.

Unprepared speech is a complex speech skill that manifests itself in the ability of children to solve communicative-cognitive tasks without spending time preparing to use learned language material both in familiar and unfamiliar situations [2].

The speaker rarely uses completely new material that was not in his speech experience. The memory is mainly long-term, reproduces learned words, combinations, stamps, speech and etiquette formulas. Depending on the situation of communication, a set of ready-made operational units in memory and knowledge of the rules, the speaker forms new signs by analogy with past experience. At any level of utterance (word, phrase, text), this process is creative, but in unprepared speech, creativity finds a more complete expression.

Speech exercises for teaching prepared monologic speech:

- reproduction of coherent statements with some modification (changing the end or the beginning, introducing a new character, modifying the composition of the presentation);
- drawing up a situation or story (by keywords, according to plan; on a given topic, outlined briefly in their native language);
- a description of a painting or series of paintings related to the topic being studied;
- reproduction of situations in which the above-mentioned turns and speech formulas are used;

- retelling (close to the text);
- drawing up a plan for a listened story.
Speech exercises for teaching unprepared monologue speech:
- inventing a title and its justification;
- Description of paintings not related to the studied topic;
- drawing up a situation based on life experience or previously read;
- substantiation of one's own judgment or attitude to facts;
- rating listened to or read.
Exercises of all the listed stages must meet, in addition, the following requirements:
- be feasible by volume;
- appeal to different types of memory, perception and thinking;
- be focused and motivated (which implies the existence of a wording of the final or intermediate goal of the exercises);
- intensify the mental activity of children;
- contain life and typical examples and situations.

Conclusions:

Speaking is the most difficult type of speech activity, the mastery of which is associated with great difficulties. These difficulties are caused by the complexity of the process of generating a speech utterance, which is not easy in the native language, because associated with the formulation of thought by means of language.

In order to properly teach speaking, you need to know the structure of speaking, master the means of teaching foreign language speech, take into account the sequence of mastering the forms of speaking (dialogue and monologue), and master the methods of teaching them, depending on their characteristics.

So the dialogical form of speech is very widespread, it functions literally in any form of human activity, being the dominant form of oral speech. Based on this, it should be noted that in the system of teaching English at school, the mastery of speaking takes place according to the scheme: from the dialogical form of speech to monological.

In a dialogical form of speech, the exchange of remarks in their sequence reflects the logical development of communication and the realization of the speech intentions of all those participating in it. The unfolded situations in monologic speech are based on the internal logic of the speaker's thought development and on the context of the whole statement taking into account the communication situation.

Important in oral communication is the organization of the act of communication, the constituent elements of which are entering into communication and taking the initiative, encouraging and maintaining communication, and finally ending communication. Possession of these elements allows students to make contacts and carry out communication and exchange of information in the form accepted by this language collective and enshrined in the traditions of the people - native speakers of the language being studied.

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