

Шутова Василиса Дмитриевна

студентка

ФГБОУ ВО «Мордовский государственный
педагогический институт им. М.Е. Евсевьева»

г. Саранск, Республика Мордовия

TEACHING FOREIGN LANGUAGE SPEECH BASICS

Аннотация: в статье рассматриваются основные типы речи, присущие любому языку. В школе данные аспекты являются одними из самых трудных при обучении. Именно поэтому очень важно различать все признаки и соблюдать основные правила.

Ключевые слова: средства обучения, иноязычная речь, диалог, монолог.

Abstract: the article deals with the main types of speech in any language. At school these aspects are one of the most difficult to teach to. That is why it is very important to distinguish all the features and follow basic rules.

Keywords: teaching tools, foreign language speech, dialogue, monologue.

The purpose of teaching a foreign language speech is the formation of communicative competence in speaking, which allows carrying out a communication in various situations and in accordance with requirements [6].

According to G.V. Rogova, F.M. Rabinovich and T.E. Sakharova the purpose of teaching a foreign language speech on a lesson is to develop such speech skills that would allow a student to use them in non-educational speech practice at the level of everyday communication [7, с. 21].

The goals are realized in the process of achieving by students the following tasks [9, с. 211]:

- to understand all information quickly and correctly in communication;
- to build a statement consistently and logically in accordance with the plan;
- to find adequate language tools for expression;
- to use in the statement arguments corresponding to the communicative intention of the speaker;

- to express thoughts correctly;
- to express attitude to the subject of speech.

At the same time, students should learn: to conduct a dialogue (dialogue of etiquette character, dialogue-inquiry, dialogue – prompting to action; combined dialogue) in standard situations of informal communication within a mastered topic, observing the speech etiquette rules which are common in a native country of the language being studied [2, c. 216].

The terms of E.G. Azimov and A.N. Shchukin, the following characteristics are given: «...a productive type of speech activity through which (together with listening) verbal communication is carried out» [1, c. 49].

According to N.D. Galskova and N.I. Gez, speaking is a form of oral communication, with the help of which information is exchanged by language means, and mutual understanding are established in accordance with the communicative intention of the speaker [3, c. 190].

From the point of view of E.I. Passov, «Speaking is an extremely multifaceted and complex phenomenon» this carries the function of a means of communication, is one of four types of activity, as a result of which a product appears – a statement [5, c. 6].

I.A. Zimnyaya believes that «...speaking should be considered as the very implementation of communication, as a process of external expression and the method of forming and formulating thoughts through a language» [4, c. 69].

There are two main forms of oral-speech interaction: a monologue and a dialogue.

Each of the forms has its own specific features that should be taken into account in the educational process. Thus, statements realized in a monologue are usually planned in advance by the speaker, while dialogue partners are managed by both communication partners. For this reason, the generated monologues are distinguished by logical construction, semantic completeness, while intermittence, deviations, and reactivity are characteristic of dialogs. If the goal of a monologue is to convey certain information to the listener, then the dialogue is based on the mutual exchange of remarks, during this exchange (replication), there is an exchange of opinions, judgments, points

of view, etc. Therefore, a monologue is characterized by a more detailed, connected, more precise observance of grammatical and stylistic rules, while dialogs are often distinguished by the repeating of grammatical constructions, and capacity of presentation, using non-verbal means.

The purpose of teaching a monologue is the formation of skills communicatively-motivated, logically consistent and coherent; quite fully and correctly linguistically express their thoughts verbally (S.F. Shatilov) [8, c. 81].

In psychological terms, dialogical speech always has a number of characteristics:

1. Dialogue is always motivated. Each statement has a reason and purpose, which is determined by either external or internal incentives. It is necessary to arouse a student's desire, need to speak, and for this it is necessary to create conditions under which there would be a desire to say something, to express your thoughts and feelings.

2. Dialogue is always addressed to the listener, addressed to the audience.

3. Speech is always emotionally colored, as the speaker expresses his thoughts, feelings, attitude to what he says.

4. Dialogue is always determined a specific situation.

The basic unit of teaching dialogue is dialogic unity, which is two or more adjacent replicas that are interconnected. According to Y.N. Shvedova, this is a combination of lines characterized by structural, intonational and semantic completeness.

The stages and methods of teaching dialogic speech:

The first stage is training based on a sample dialogue. At this stage, the following tasks are solved:

- 1) automation of stable expressions and clichéd phrases;

- 2) the formation of replication skills, i.e. the establishment of semantic relationships between replicas;

- 3) the formation of skills and abilities to implement lexical and structural transformation of replicas, their logical deployment.

Exercises based on sample dialog material:

- 1) imitative: repeating after the announcer and memorizing dialogical unity;

2) combinatorial: combining replicas of data in a broken sequence in accordance with semantic relationships;

3) transformational: lexical and grammatical transformations of replicas based on changing conditions of the situation – the place and time of communication, the characteristics of the interlocutors, their communicative tasks.

The second stage is a step-by-step dialogue compilation. Its main task is to consolidate replication skills. Such dialogs can be accompanied by exercises, the wording of which can be formulated as follows:

1. Formulate a reactive response to this stimulus (answer the question; express an attitude to what was said).

2. To formulate a stimulus replica to this reactive one (answers are given – make questions, etc.).

3. Expansion of replicas through additions, justifications, and refinements.

At the subsequent stages, the students' speech activity is modeled on the basis of the learning-speech situation, including such components as the motive and purpose of the speech activity, a description of the communication environment, and the characteristics of the people communicating.

The third stage is training based on standard micro-situations involving the exchange of 2–3 lines from each side. Its task: training in the use of all 4 communicative types of utterance – messages, questions of 3 types, motivation, exclamation. Various social roles are played here: seller – buyer; doctor – patient, etc. The assimilation of clichés characteristic of a certain sphere of communication is fixed.

The fourth stage – training on the basis of macro-situations that encourage a detailed dialogue; these situations should be the most accurate model of the natural ones, reproducing such communication conditions of people that cause real motives for speech activity.

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