Activation Of Speech Activity At Different Stages Of Teaching Foreign Languages

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Abstract:
The present article investigates the process of teaching speaking activity in a foreign language at different stages of training: primary, middle and advanced. There are methodological recommendations for each of the stages. Difficulties and problems are discussed as well as ways of their salvation have been analyzed.
Key words: teaching process, activation of speech activity, age, primary stage, middle stage, advanced stage, methodological recommendations.

INTRODUCTION

Uzbekistan has established itself as a reliable and solvent partner, where almost unprecedented conditions have been created for attracting foreign capital. This requires the growth of qualified and competent foreign language specialists. Therefore, in recent years, the number of people learning English has increased. Currently, it is impossible to do without knowledge of a foreign language. The age threshold for learning English has decreased to preschool age. This situation creates a need for qualified teachers in society, since until now the methodology has focused primarily on school-age children.

In teaching a foreign language, it is necessary to take into account the age characteristics of learners. The main purpose of a foreign language as a subject area of school education is seen in mastering the ability of students to communicate in a foreign language. We are talking about the formation of communicative competence, i.e. ability and willingness to carry out both direct communication (speaking, listening comprehension) and indirect communication (reading with understanding of foreign language texts, writing). The formation of communicative competence is the main and leading goal of training. This is especially popular today.

MATERIALS AND METHODS

Experience shows that the greatest difficulties in foreign language communication a person experiences, perceiving speech [3]. However, oral communication, the role of which has now become particularly significant, is impossible without understanding the speeches of the interlocutor, since in the process of speech interaction, everyone acts both as a speaker and as a listener. Speaking is an extremely multidimensional and complex phenomenon. First, it performs the function of a means of communication in a person's life. Secondly, speaking is one of the types of human activity. Third, it is important to remember that as a result of the activity of speaking, its product arises – the utterance. Both as an activity and as a product, speaking has certain characteristics that serve as a guide in learning, since they suggest what conditions need to be created for the development of speaking, and are also criteria for evaluating learning outcomes.

Speaking is the expression of one's thoughts in order to solve the problems of communication. This is the activity of one person, although it is included in the communication and is unthinkable outside of it, because communication is always an interaction with other people. The purpose of teaching in secondary school should not be considered language, which is appropriate for philological education in a special university, and not speech as a "way of forming and formulating thoughts", and not even just speech activity speaking, reading, listening or writing, but these types of speech activity as a means of communication [5].

Dialogue is considered to be one of the most effective means of developing and developing speaking skills in teaching foreign languages. Many teachers have long appreciated the wide possibilities, combined with minimal time and objectivity of results. A unique predisposition to speech (and the most favored zone in mastering a foreign language is the age period from 4 to 8-9 years), the plasticity of the natural mechanism of speech assimilation, as well as a certain independence of this mechanism from the action of hereditary factors

related to belonging to a particular nationality - all this gives the child the opportunity, under appropriate conditions, to successfully master a foreign language. With age, this ability gradually fades. Therefore, any attempts to teach a second foreign language (especially in isolation from the language environment) to older children are usually associated with a number of difficulties.

The expansion of international contacts and cooperation at all levels, the entry into the world educational space, set the school the task of organizing school education at such a level that students will be able to participate in intercultural communication in the language they are studying and independently improve in the foreign language and speech activities they master [1]. Therefore, the search for ways to improve the effectiveness of foreign language teaching has become more active in the last decade. This is the shift of the beginning of education to school childhood (primary classes), and the use of a number of intensive methods, and the introduction of new ones into the traditional one, as well as the recognition of the need to take into account the individual psychological characteristics of schoolchildren, individualization and differentiation of education.

The relevance of this problem is considered in the creative use of sample dialogues and other types of speech activity for the formation and improvement of speech skills in a foreign language in the educational process. In addition, the use of sample dialogues is an urgent task for all university teachers and school teachers. This topic is chosen because it is the formation of speaking skills that is most relevant in the initial period of learning a foreign language. The degree of knowledge of the problem. The above topic was studied by many leading methodologists, such as: Bim I. L., Biboletova M. Z., Galskova N. D., Nikitenko Z. N., Miruld R. P., Maksimova I. R., Rogova G. V., Firdman L. M. and many others. They studied the problem of forming speaking skills at a certain stage of training. In this paper, the problem was investigated at all stages of foreign language teaching, from kindergarten to higher education.

The purpose of the work is to determine the scientific basis and methodology for the formation of speaking skills based on the analysis of methodological literature on this topic, to collect the necessary scientific data that are directly or indirectly related to the issue under study.

In addition, it is important:

1) describe and analyze early achievements in the field of teaching speaking and skill development;

2) determine the degree of applicability of sample dialogues as one of the types of training exercises in the process of learning foreign languages at a particular stage;

3) to reveal the basic concepts of the terminology of the speaking skill and its criterion of automaticity.

The purpose of the study determines its main tasks:

1) to analyze the available methodological literature on the problem of developing the speaking skill and using the sample dialogue as a training exercise;

2) to determine the scientific basis and methods of the process of teaching oral speech, skills and abilities, as well as to analyze the most optimal ways of conducting training exercises in learning a foreign language through dialogues;

3) to create and test the most effective system of speech exercises to test the level of skills and abilities of students.;

4) to study the experience of teachers in the formation of lexical speaking skills at different stages of teaching a foreign language.

The subject of the study is the process of developing the speaking skill, carried out in the conditions of communicative-oriented learning. Based on this, the object of the study was chosen dialogic communication, namely a dialogue-a sample that provides the highest efficiency of the development of speaking skills. This can happen if: sample dialogues meet the requirements of the foreign language program.

RESULTS AND DISCUSSIONS

Speech-thinking activity – a single process of generating speech and thought-is the material basis of communication. Mastering the basics of communication is the main practical goal of teaching foreign languages at school. This leads to the need for a deep study of speech thinking and the search for its possible implementation. The main specific feature of the first year of study is "the absolute beginning of learning a foreign language: students do not have any language stock, as well as the skills and abilities to use this language in communication" [4]. For students, the teaching of a foreign language is for the first time included in the overall learning process, and at the same time, at this stage, the basics of proficiency in all types of foreign language speech activity are already laid, which gives rise to a multi-purpose nature of training. It is these complex learning conditions that make it difficult and restrict the use of means to activate speech-thinking activity.

Activation of speech activity at the primary stage of training

When teaching speaking at the initial stage, the teacher must clearly understand what the final result he wants to get. So, first-year students master such a form of monologue speech as a message. The final speech product of speaking will be a message about yourself, about your friend, your family. The speech situations created in the lessons help in this task. For example:

What can each of these fairy tale characters tell you about their family?

Choose your pet and tell them about it so that everyone likes it.

Tell your classmates about a new friend you met during your summer vacation.

Learners of the first year of study also master dialogic speech, and the final speech product of speaking will be a dialogue or polylogue on the topic. Here we use different speech situations.

On the other hand, taking into account the age characteristics of learners, it is necessary to use a wide variety of means to activate speech thinking. One of the possible ways to overcome this contradiction is to find and use such means and methods of activating speech-thinking activity that would satisfy both the first and second conditions [2]. These include the setting of communication tasks. Their solution is the purposefulness of speaking, that is, the subordination of all its qualities to the fulfillment of the task set in communication. Therefore, speaking can be truly purposeful only when it has all the necessary qualities that are integrated into purposefulness.

Activation of speech activity at the middle stage of training

In our work, we try to apply such teaching methods that help to maintain students' interest in a foreign language, help to involve all students in foreign language speech activity, and increase the effectiveness of the lesson. These include learning situations: speech exercises, games, including role-playing, conversations on topics related to the interests of children, their life experience, and their immediate environment [6]. The educational situation should be, if possible, adequate to the real situation of communication, extremely clear to the students, should stimulate the motivation of the teaching, cause students'' interest in the task. For example, consider a few speech situations that we use when studying the topic "Future schools".

1. What will the school of the future be like? Make your own project. Choose the title: "The school I want to go" or " My school".

Draw it.

Make the timetable.

Advertise the various clubs and activities.

Write the school rules for students.

Write the school rules for teachers.

2. What clothes would you like to wear in school?

3. Some schools in the world have introduced new school examinations, for example "pop music industry", "sport", new exam in physiology, psychology etc.

Which subject would you like to study? Why?

4. You know that world schoolchildren have report cards in which their teachers comment on their work. Children also write about their work and their plans. What would you tell about your studies during the first time of the term?

What would you tell how you usually study? What are your plans?

In English lessons, we also often use short stories with humorous content. The techniques for working with such texts will be described below. These techniques allow you to transfer speech from the operational to the motivational-thinking level, to develop such speaking skills as productivity, purposefulness, independence, and dynamism. In all these types of work, dramatization is used, but it is creative in nature. This is achieved due to the fact that humoresques are presented in such a way that they turn into texts with omitted semantic links. Tasks involving the restoration of these links create conditions for speech-thinking activity, encourage students to create creative improvisation in a given situation. Here we use the following types of work:

Predicting the final line and staging the dialogue.

Development of dialogue replicas.

Among the many funny stories, there are many in which the final remark is not just witty, but also seems to be a logical solution to a small problem situation. For example:

During a Christmas exam, one of the questions was: "What causes a depression?" One of the students wrote: "God knows! I don 't. Marry Christmas!" The exam paper came back with a teacher's notation: "God gets 100, you get zero. Happy New Year!"

If you do not present the whole situation, but ask the students to complete it themselves, then they will have to orient themselves and determine the communicative intention. You can organize your work with unfinished text like this: discuss all the versions, choose the best replicas, and discuss which version is funnier, closer to the key one. It should be noted that for this type of work, such stories are particularly suitable, in which the search for the final replica is not only a communicative task, but also a logical one. Students solve this problem as a result of a careful analysis of the entire situation, which requires a non-standard approach, a small discovery. This is what attracts them to such tasks.

The task of a foreign language teacher is to ensure the active activity of each student throughout the lesson, and to maximize the speaking time of each student. The group form of work allows you to implement this task. It also contributes to the formation of skills and abilities of independent work, students in mastering a foreign language. The group form of work can be used when teaching students oral speech and reading. It is also

effective in teaching dialogic speech. The organization of work in small groups gives a good effect, as communication is carried out more easily. In addition, it is easier for the teacher to check the correctness of the language design of statements in these conditions. We also use the group form of work when performing the exercises given in the textbook of the Read and act type.

In combination with other forms of work, the group form of educational activity is very effective in teaching a foreign language: skills and abilities are improved, the vocabulary of students is expanded, and the time of communication in the lesson increases. In addition, a sense of teamwork, responsibility for the assigned task is brought up, logical thinking is developed, and the ability to navigate in the current situation is developed. And most importantly, group work teaches students independence.

Activation of speech activity at the advanced stage of training

High school students face, first of all, the task of preserving and strengthening the oral speech skills acquired earlier. Their speech should contain all the elements that they master in previous grades. At the same time, the speech of high school students should be more evidence-based, reasoned. Monologue speech approaches the natural form of speech, that is, it is included as an element in the conversation. Thus, dialogic and monologue speech are intertwined. The content of oral speech becomes more complex from the conversation on the read text goes to the discussion of what interests and excites the students. Senior classes are a qualitatively new stage in mastering oral speech, which forces us to apply new techniques aimed at the creative use of language material. These techniques are carried out on the basis of the existing teaching complexes, with the involvement of additional materials: oral language manuals, adapted books for reading in English, magazines "Foreign languages at school", "Club", "Clockwork", "Class out". We redistribute all the material to the lessons, supplementing it with texts and exercises from other manuals. We devote some lessons to extracurricular reading. When selecting texts for reading, first of all, we take into account the interests of students. There are different ways to control what you read. This can be an exchange of information, a short or detailed retelling of what you read, or a retelling on behalf of one of the characters. We make assignments for extracurricular reading in such a way that, while performing them, the children not only describe their events, convey the content, but also express their thoughts, judgments, and express their own opinion about what they read. For example:

Give your opinion of the story and its characters. Read the story and find arguments to prove that... Do you like the end of the story? How would you have finished it if you had been the author? What do you think of the title? Would you recommend another? Etc.

The result of solving a speech problem in communication is to influence the interlocutor in the desired direction. This effect can be carried out only if there is some kind of relationship between the communicators, when they come into contact with motivation, when they use appropriate means and methods of communication. If the student simply retells a text known to others, or pronounces non-situational, intonationless, nowhere-directed sentences, then there can be no impact, and the result will be a so-called educational speech.

What skills should the student possess in order to avoid these shortcomings and organize a full-fledged communication?

1. The ability to engage in communication. It means that you need to know when and how you can start talking to a familiar, unfamiliar person, a person who is busy or talking to another person, with people of different ranks; you need to have special language and non-language means for this.

2. Ability to maintain communication. This ability can be called the contact of the interlocutor, which manifests itself in minor remarks, exclamations, interjections, etc. In fact, the ability to maintain communication is the ability to listen and hear, and it is known that it is sometimes valued more than the ability to speak.

3. The ability to complete communication. It consists in finding phrases that on the one hand would indicate your satisfaction with this act of communication, and on the other hand would not offend the interlocutor.

4. The ability to draw your own strategic line. This is one of the conditions for successful influence on the interlocutor. For example, in order to prove that a film is of low quality, you need to state your requirements for films of this kind, give examples, facts from the film that prove its inconsistency with the required level, compare this film with another film, evaluate the performance of the actors, etc. But despite all these intermediate tasks, the speaker must always keep in mind his strategic task — to prove. Only in this case, his statement will be purposeful and will have an impact on the interlocutor. The ability to speak purposefully is developed in exercises.

5. The ability to take into account the components of the communication situation. Communication situations are never standard: there is a new interlocutor, the interlocutor's mood has changed, something relevant, the interlocutor has remembered, etc. Not taking this into account means not achieving the goal of communication. But the situation also includes the interlocutor himself with his individual characteristics, his personal experience, his interests. So, it is necessary to take this into account. And it is possible to do this only if the speaker has developed speech thinking.

6. The ability to understand what the interlocutor said once.

7. The ability to understand what is said at a normal pace.

8. The ability to ask the other person again.

9. The ability to express the main speech functions: to confirm something, to object, to doubt, to approve, to deny, to promise, to agree, to offer, to learn, etc.

10. The ability to speak expressively.

11. The ability to speak holistically.

12. The ability to speak logically, coherently.

13. The ability to speak productively.

14. The ability to speak independently.

15. Ability to speak at a normal pace

16. The ability to convey what you have seen, etc.

In order for students to successfully learn and see the fruits of their work, they need to explain the significance of a particular skill and evaluate their learning activities only from the position of possession of a particular skill.

CONCLUSION

So, speech-thinking activity - a single process of generating speech and thought-is the material basis of communication. Mastering the basics of communication is the main practical goal of teaching foreign languages at school. This leads to the need for a deep study of speech thinking and the search for its possible implementation.

When teaching speaking at the initial stage, the teacher must clearly understand what the final result he wants to get. The final speech product of speaking will be a message about yourself, about your friend, your family. The speech situations created in the lessons help in this task.

The exercises of speech activity at the middle stage of training include learning situations, speech exercises, games, including role-playing, conversations on topics related to the interests of children, their life experience, and their immediate environment. The educational situation should be, if possible, adequate to the real situation of communication, extremely clear to the students, should stimulate the motivation of the teaching, cause students ' interest in the task. The task of a foreign language teacher is to ensure the active activity of each student throughout the lesson, and to maximize the speaking time of each student. The group form of work allows you to implement this task. It also contributes to the formation of skills and abilities of independent work, students in mastering a foreign language.

Senior classes are a qualitatively new stage in mastering oral speech, which forces us to apply new techniques aimed at the creative use of language material. These techniques are carried out on the basis of the existing teaching complexes, with the involvement of additional materials: oral language manuals, adapted books for reading in English, magazines "Foreign languages at school", "Club", "Clockwork", "Class out".

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