

DEVELOPMENT OF STUDENTS' MONOLOGUE SPEECH EXPRESSION SKILLS

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Abstract

It should be noted that the problem of teaching monologue speech is one of the most pressing problems in the methodology of teaching a foreign language. Teaching monologue speech is an extremely difficult matter. A monologue utterance is considered as a component of the communication process at any level - paired, group, mass. This means that any monologue utterance is monological in nature, always addressed to someone, even if this addressee is the speaker himself, although in structural and many other respects its types are very specific. This article will identify effective conditions for the use of support schemes for the development of monologue speech in English lessons.

Keywords: welcome speech, praise, censure, lecture, story, characteristics, description, accusatory, exculpatory speech.

Having analyzed the educational component of the state standard for a foreign language, we found out that the goal of teaching monologue speech for students small monologue statements: a story about yourself, your friend, your family; description of the item, pictures; description of the characters of the read fairy tale based on the illustration. For basic general education, this document highlights the following requirements for monologue speech [1]:

- speak briefly about facts and events, using such communicative types of speech as description/characterization, narration/message, emotional and value judgments;
- convey the content, the main idea of what you read based on the text;
- make messages based on the text you read/heard;
- express and argue your attitude to what you read.

Monologue speech training takes place in three stages [2].

At the first stage, linguistic automatisms are developed. The development of skills for quick and error-free use of phonetic, lexical, and grammatical material occurs on the basis of imitative, associative speech, utterance speech, choral and conditionally communicative speech [3].

At the second stage, they teach the selection of linguistic means that correspond to the purpose of communication. The focus is on expressing content using adequate lexical-structural material. Here the ability to compress someone else's statement and use mainly speech material in ready-made form is developed.

The third stage is aimed at developing initiative speech skills. In teaching monologue speech in the methodology of teaching foreign languages, it is customary to distinguish two ways (N. D. Galskova, N. V. Rogova, I. L. Bim, E. N. Solovova, etc.) [4]:

- “the path from above” - the initial unit of learning is the completed text;
- “the path from below”, where the basis of learning is a sentence reflecting an elementary statement.

"The way from above." Maximum “appropriation” of the content plan of the text, its linguistic material and composition, i.e. everything that can then be used in texts that the students themselves will construct, creating their monologues:

- familiarization of students with the text (exercises: read the text, answer questions; plan, order of sentences; brief retelling);
- transmission of the content of the text (on behalf of one of the characters);
- change of situation [7].

“The path from below” involves the development of an utterance from an elementary unit-sentence to a complete monologue:

- statements of students on a certain topic (statements are arranged in a logical order, students, with the help of the teacher, develop their statements);
- III stage of establishing textual and logical connections between statements;

Students produce their own monologue on a given topic, including opinions and assessments. Let's define those types of a monologue that occur in real communication. These include [6]:

- welcome speech;
- praise;
- censure;
- lecture;
- story
- characteristics;
- description;
- accusatory or exculpatory speech, etc. [8].

Before starting to pronounce a monologue in real life, a person understands well why he is doing this, and pronounces it only if he really wants to speak out or considers it necessary. The purpose of a monologue is determined by the speech situation, which, in turn, is determined by place, time, audience and a specific speech task.

In class everything is a little different [9]. The situation must be created, otherwise the most important and very first characteristic of a monologue disappears - purposefulness, which largely determines everything else. In general, a monologue has the following characteristics:

- purposefulness (correspondence to the speech task);

- continuous nature;
- logic;
- semantic completeness;
- independence;
- expressiveness [10].

Based on the main communicative functions of monologue speech (informative, impactful, emotional-evaluative), it is customary to talk about its functional types:

monologue-description - a way of expressing thoughts that involves characterizing an object or phenomenon in a static state, which is carried out by listing their qualities, signs, features;

b monologue - message (narration, story) - information about developing actions and states;

b monologue - reasoning - a type of speech that is characterized by special lexical relations between its constituent judgments that form a conclusion. [5].

A monologue can take the form of a conversation, speech, report or lecture.

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

The reproductive level of speech does not imply independence and creativity on the part of students, both in the choice of linguistic means and in determining the content of the statement; it is created from the outside.

The reproductive-productive level presupposes some elements of creativity and independence, which is manifested in varying the acquired language material, using it in a new situation, changing the sequence and composition of presentation.

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

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