ПЕДАГОГИКА

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EXERCISES FOR TEACHING SPEAKING

СҮЙЛӨӨГӨ ҮЙРӨТҮҮНҮН КӨНҮГҮҮЛӨРҮ

УПРАЖНЕНИЯ ДЛЯ ОБУЧЕНИЯ ГОВОРЕНИЮ

Annotation: This article discusses the types of exercises for teaching speaking, preparatory and speech, and the close relationship between them, which manifests itself in the fact that the same material being worked out must pass both the training stage and the stage of its use in speech activity, approximate to the natural. Exercises should be feasible in volume, take into account the gradual increase in difficulties and appeal to different types of memory, perception and thinking.

Key words: exercise, perception, speech, monological, content, training, imitation, skills, memory, dialogic.

Аннотация: Төмөндөгү макалада студенттердин күнүмдүк тиричилигинде колдонууга жакындаштырылган көнүгүүлөрдүн түрлөрү каралып, сүйлөөгө үйрөтүүгө, сүйлөөгө даярдоого жана сүйлөөгө жетишүүгө багытталган бир эле материалдын машыгуу баскычын жана ошондой эле сүйлөө кебинде колдонуу баскычын басып өткөндүгүн байкоого болот. Көнүгүүлөр көлөмү анча чоң эмес болуп аз-аздан татаалдаштырылып, эс тутумдун түрлөрүнө, кабыл алууга жана ойлонууга ылайыкташтырылышы керек.

Түйүндүү сөздөр: көнүгүү, сезүү, сүйлөө, монолог, мазмун, үйрөтүү, тууроо, жөндөмдүүлүк, эс тутум, диалог.

Аннотация: В данной статье рассматриваются виды упражнений для обучения говорению: подготовительные и речевые, и тесная связь между ними, которая проявляется в том, что один и тот же отрабатываемый материал должен проходить как стадию тренировки, так и стадию использования его в речевой деятельности, приближенной к естественной. Упражнения должны быть посильными по объему, учитывать постепенное нарастание трудностей и апеллировать к разным видам памяти, восприятия и мышления.

Ключевые слова: упражнение, восприятие, речевой, монологическая, содержание, тренировка, имитация, умения, память, диалогическая.

The formation of speech skills occurs through a sequential transition from simple small-sized linguistic units (word, phrase, sentence) to complex and large pains (semantic piece, text) and from elementary operations (for example, imitations) to more complex ones, although there is not always a direct correlation between the size of educational units and operations with them. It is possible, for example, to carry out the above-mentioned simulation exercise in a dialogue and write a text clarifying the use of a word or colloquial formula in the corresponding situation.

The sequence in constructing the system of exercises for teaching speaking is manifested in the fact that, when performing various operations, one must take into account the degree of participation of thinking and the factor of a gradual transition from the initial zero transformation of information to partial and complete and, finally, to the generation of a new statement with another plan of expression and content.

In preparatory language exercises, various types are distinguished that are associated either with overcoming purely formal difficulties, or with formal and semantic (for txample: "explain the difference in synonyms in a sentence", change the part of the sentence with equivalent words in terms of content ", etc.)

Speech exercises are divided into prepared and b) unprepared speech. The other side of the phasing is a close connection between preparatory and speech exercises, which is manifested in the fact that the same practiced material must pass both the stage of training and the stage of its use in speech activity, close to natural.

No less important is the question of the balance of language and speech exercises. The prevailing wound believed that training exercises should prevailed. give, since they contribute to the development of the speech mechanisms on which speech is based, is subjected to fair criticism in the methodological literature. The practice of teaching foreign languages and experimental data convincingly indicate that the proportion of preparatory exercises (especially of a formal nature) can be significantly reduced. (Lapidus B.A., Razdina T.I. On the issue of an exercise system for activating linguistic material. – Foreign language at school,1971, issue 6, p. 71.)

Taking into account the peculiarities of speaking as a type of speech activity, it can be stated that an unprepared pre-logical and monological utterance is formed in the following sequence. formative film and theme. B. nom tongue on x noy or etc.). The controls are at once. wives for In case of severity which are on the back and against the fire, a well-developed avg situation From BE ra. pe

The preparatory exercises

1. Imitation a) without transforming the material (with the focus of attention or without fixing attention to the linguistic form); b) with a partial transformation of structures (mechanical substitutions).

2. Modification of structures on the basis of logical operations (distribution, transformation, substitution, synonymous or ANTONYMIC replacement, etc.).

3. Designing structures a) according to the sample, b) without sample.

4. Combining and grouping structures. To relate to a relationship, it is fundamentally necessary to satisfy the "externally one after the land" condition Consaul, structural location, ho For types of up Answer

Speech exercises

Development of trained speech

 Modification and addition of a statement a) relying on formal signs (with key words,plan,headlines etc.); b) relying on sources of information (picture, film and filmstrip, text, etc.); c) based on the studied theme.

B. The development of untrained speech

a) based on the source of information (short story, a drawing, an unremarked film, etc.); b) based on the students' life experience (once read or seen, on one's own judgment, on imagination, etc.).

Exercises in imitation are intended to be the main thing for independent work with a tape recorder. They are the beginning of material fixing and therefore must occupy a rather modest place.

When performing preparatory exercises, the center of difficulty should be transferred, therefore, to operations that help: a) to determine the desired by various signs; b) to choose the right solution from the two opposed; c) to synthesize, based on linguistic experience and all kinds of associations; d) consistently to develop thoughts; e) to express the same thought by different means; f) to transfer the solution found to new situations.

Of the distinguished preparatory exercises intended for the development of speech skills, exercises in transformation and construction obviously need explanation. The main difficulty in performing exercises in transformation is to understand the relationship between the nuclear and derivative models, which is the basis of their mutual transformations. This operation requires a lot of mental activity, because, as S. D. Rubinstein rightly remarks, the fact that "externally acts as a transfer of provisions, principles from one task to another, is, in fact, the identification of socially significant in the course of analysis, analysis is an internal condition of transfer.(Process of Thinking and the Pattern of Analysis and Synthesis of Compensation / Ed. S.D. Rubinshtein. M., 1959, p. 25.)

 Designing as one of the operations aimed at mastering the mechanism of distribution and construction of structures by analogy should also occupy a definite place in the system of language (preparatory) exercises, although not very large. To illustrate the above, some types of exercises are given below: Answer the questions of the announcer using the appropriate synonym; answer the question using the taken structure; answer the question by solving a simple logical problem; give a detailed answer to the question of the creator; make suggestions for the sample (on the instructions of the teacher or announcer, check yourself using the graphic for the sound key); to make sentences with indicative synonyms (homonyms, polysemous, coincidence); to make a simple situation for the given s to transform the interrogative phrase into a narrative (or vice versa); B expand (or reduce) the sentence; describe an object (or phenomenon) in two or three francs to explain a new word in a foreign language; fill in the missing words, guided by the heading letters (check yourself by graphic translation from a foreign language into your native language, automatically selected words or syntagmas; fix ah to the magician (or memorize by heart); compose a series of colored phrase modes (with given modal words sawn5 of them), etc.

Description of speech exercises is expediently the analysis of definitions, "prepared" and non-matching speech ", which are contrasted for a whole series of shrieking. For prepared speech, reliance on n and on various associations, on theoretical. This is a kind of speech that is less creative because it is mostly associated not only with the back of the linguistic material, but also with the given content.

The main parameters of unprepared speech are: linguistic correctness of the sentence; a given material and a given one containing the expression of one's own thoughts, situational contexts, speech patterns, ability to determine logical cohesion; the presence of a high level of development of speech of mechanisms; speech creativity; natural tempo.

Most of the distinguished features are controversial, if we try to compare the tax with monologue speech, on the one hand, and unprepared.

It is known that unprepared speech is formed by the influence of internal and external stimuli. In dialogic speech, stimuli provoke a reaction of the listener (expression of his agreement or disagreement, refutation or addition, perplexity, etc.)

Dialogic speech is characterized by interactions of the processes of understanding and utterance, the specificity of the situation, the possibility of its rapid change, the need to switch from one thought process to another, Reactive and initiative speech are intertwined.

In monologue speech, external and internal stimuli evoke a coherent statement that requires complete consideration of relations with a partner or audience, narrative style, etc. Given material depends on the stage of training, complexity and volume of information. In the educational process, such a situation rarely arises in which the speaker does not use com-

pletely new material that was not in his speech experience. The memory, mainly long-term, reproduces learned words, patterns, combinations, stamps and whole phrases. Depending on the situation of communication, the set of ready-made operational units in memory and the knowledge of the rules, the speaker forms new characters by analogy with past experience. At any level of expression (word, syntagma, phrase), this process is creative, but in unprepared speech creativity is more fully expressed.

Thus, unprepared speech is in constant development and improvement, and it is hardly possible to describe it with the help of constant signs. In secondary school students, it can generally be characterized by insufficient content, lack of consistency and evidence in judgments, stylistic neutrality, and insignificant generalization.

Constant classes in language contribute, as is known, to the restructuring of memory, which acquires an indirect logical character; teach analytical thinking. Adult students, as shown by the observation of psychologists and practical teachers, tend to reconstruct the speech message based on in-depth analysis and internal logic, with meaningful meaning and a certain grouping.

Evaluation of listening (or reading) is more complete generalization, and relatively easy orientation in the context of different impersonality and freedom in operating- and material make unprepared statements of highly successful high school students a qualitatively new Level of speech activity.

Therefore, parameters, like the natural pace, linguistic correctness, the ability to determine the logical pattern of expression and the high degree of development of speech skills are equally characteristic of both polished and unprepared speech, therefore, it is necessary to distinguish between constant and variable signs of these two types of speech.

Permanent features include independence and creativity, the lack of preliminary training and the required material.

Variable signs include the lack of content; emotionality and imagery; civicism and spontaneity.(If the initiative is known as a desire to speak, spontaneity is the formation of speech in an unexpected situation and with the influence of unexpected stimuls, then the terms unprepared, spontaneous (or unprepared, initiative) speech means not synonyms, but a higher level of utterance.

There is a list of exercises for learning to prepared and unprepared speech.

Exercises for teaching trained dialogic speech.

Answers to questions (short, complete and detailed): statement of situational and key question; dialogization of the listened monologic-read text; compilation of a (new or read) dialogue on a given topic; dramatization of a monologue text; addition or alteration of dialogue, conducted not directed (or independent) dialogue on the content of the story (educational film, filmstrip, etc.).

Exercises for the teaching of trained monologic speech.

Reproducing coherent statements with a modification (changing the end or beginning, introduced some new actor, changing the composition of the presentation, etc.);

situation or story (according to your key words, according to the plan; on a given topic, outlined in their native language, etc.) Relatives by INITIateness to express gelatin will express themselves, r2 the formation of speech in an unexpected situation by the fusion of unexpected stimuli, then the terms "overpacked (or unprepared, innpi) Atnanak) Oneet's spontaneity is understandable, and a higher level of expression.

the description of a picture or a series of pictures (caricatures, a silent film or filmstrip, etc.);

reproduction of situations in which the mentioned words, cliches and turns are used;

explanation of the heading (realities) in a foreign language;

definition and brief justification of the topic of the heard story (radio broadcast, report, speech);

emphasis in the message of the semantic parts, entitled them;

retelling (close to the text, retelling-summary, retelling-abstract);

abbreviation of a listened message or a read story; information transfer by several phrases;

drawing up a plan for a listened story;

presentation of dialogues in monological form, etc.

Exercises for teaching untrained dialogic speech

Compilation of reasoned answers to questions; conducting combined dialogues (with remarks and comments of other students): building a guided dialogue without preliminary preparation (with supports and without supports); conducting question-answer games or quizzes; holding a discussion or debate.

Exercises for teaching untrained monologic speech.

Inventing a title and its justification;

a description of the picture or caricatures not related to the topic studied; compilation of a similar situation with reliance on previously heard or read; substantiation of one's own judgment or attitude to facts; definition and justification of the quintessence of uplift;

characterization of actors (scene, epoch, etc.)

rating of listened to or read;

compilation of short announcements and texts of postcards.

Exercises for teaching unprepared speech are thus distinguished by: a) the novelty of the information needed to model the need for speech decency; b) more diverse forms of flow (transmission and request for information, own judgment, assessment, commenting, etc.).

All of the above exercises must meet the following requirements: to be feasible in volume, to take into account the gradual increase in difficulty in terms of material, performance conditions and the nature of speech activity), to appeal to different types of memory, perception and thinking, to be focused and motivated (which implies the existence of a wording of the final or intermediate goals of the exercises), to intensify the activities of students, to contain lifelong and typical examples and situations.

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