

The Role of Oral Speech in Language Teaching

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Abstract. The novelty of the study lies in the fact that modern methods of teaching communication to certain skills and abilities of use are one of the central tasks of teaching oral speech in a foreign language at the middle stage of education. In addition, the novelty is manifested in today's requirements for the modern level of spoken communication in a foreign language. The research problem lies in the fact that when teaching a foreign language, communication-teaching methods are associated with the formation of language and speech phonetic, grammatical and lexical skills and creative skills in various types of oral speech activity. This led to the widespread introduction of the terms "communication", "teaching communicative communication" as the ability to exchange various kinds of information in a foreign language.

Key words: modern teaching methods, teaching oral speech, conversational communication, lexical skills, creative skills, speech activity.

In connection with the progressive development of society in recent years, there has been an increasing interest in a foreign language. The desire to study this subject is due to many reasons. One of which is the desire to travel the world, enrich your knowledge in communication with representatives of different countries and cultures, and without knowing at least one foreign language, this is very difficult to do. The most popular foreign language spoken by most of the world's population is considered to be English, so it is no coincidence that it is one of the most common languages studied at school.

English proficiency can be considered in the following aspect: as a type of speech activity, it can be approached as a learning goal and as a learning tool. So, for example, oral speech as the goal of learning acts as a means of communication. The use of oral speech is what a foreign language is studied for, which can arouse in students a genuine interest in this subject at school and a desire to engage in it. Tasks in this case direct the student's attention to the semantic content of the statement. Oral speech is also used as a learning tool, with the help of which automatisms are developed in the reproduction and transformation (transformation) of acquired lexical units and grammatical structures.

In the modern methodology of teaching foreign languages at school, both in domestic and foreign, oral speech is widely used as a means of teaching, which allows the teacher to introduce students to speech communication from the very beginning of their learning a foreign language. Schoolchildren are provided with the opportunity to hear and see how, in

what situations the entered words or grammatical structures are used by including auditory, visual and speech-motor analyzers in the active work; mobilizes the attention of students, stimulates cognitive interest.

Speaking about the difficulties of teaching a foreign language, it is impossible not to consider the concept of language. I.A. Zimnyaya offers the following definition of language: language is “a complex systemic level formation through which a person’s conceptual (verbal) thinking is formed and the development of all his higher mental functions is mediated and which the main means of human communication is.”

According to W. Humboldt, language is “the soul of a nation, it captures all of its “national” character. Being a socio-historical product, language thus also provides a link between different generations that speak this language. Language is the liveliest, most abundant and strong bond that connects the obsolete, living and future generations of the people into one great, historical living whole.

A foreign language as an academic discipline is very different from other subjects of the school curriculum, and thus, obviously, students have some difficulties in studying this subject.

By definition, I.A. Zimnyaya: “A foreign language, like any language system, is a socio-historical product that reflects the history of a people, its culture, a system of social relations, traditions, etc. A language exists, lives and develops in the public mind, in the mind of the people who speak it . It also has the power to isolate and unite peoples, by itself giving a single national character to human communities, even when they are heterogeneous in origin.

A foreign language is characterized by a number of distinguishing features from the native language. It differs:

- the direction of the path of mastery, as noted by L.S. Vygotsky:
- Directions of the way of mastering native and foreign languages:

for the native language as "bottom-up", while for a foreign language the path "from top to bottom" is characteristic. “It can be said that the assimilation of a foreign language proceeds in the opposite way to that in which the development of the native language proceeds. A child learns his native language unconsciously and unintentionally, and a foreign language - starting with awareness and intentionality" [2].

- communication density:

With a change in the direction of mastering a foreign language, the density of communication also changes. Thus, the density of a child's communication with the children and adults around him in his native language is incomparably higher than in a foreign language in school conditions.

- the inclusion of the language in the subject-communicative activity of a person:

An equally significant distinguishing feature of mastering and proficiency in a foreign language is its one-sided "inclusion" only in communicative, and not in subject-communicative activity. “At school, the child only communicates with the help of language, not using it in his direct objective activity. This leads to the fact that, for example, the word

of a foreign language lives in the child's linguistic consciousness only in its abstract-logical, conceptual side. The objects denoted by the word of a foreign language are deprived of the characteristics of smell, color, shape, size. This can serve as one of the reasons for the fragility of preserving a foreign word in memory, the difficulties of its actualization.

➤ a set of functions implemented by it:

"Mastering the native language is a spontaneous process that a person masters not because of his conscious desire to know the language, but because of the spontaneous process of development of thinking in ontogenesis." "By assimilating the native language, a person "appropriates" the instrument of cognition of reality. In this process, his specific human (cognitive, communicative and other social) needs are naturally satisfied and formed". A foreign language in the conditions of schooling can no longer, to the same extent as a native language, serve as a means of "appropriating" social experience, a tool for cognizing reality. Mastering a foreign language is most often determined by "satisfying either the educational and cognitive needs, or the need to understand the form of expression of one's own thoughts." As noted by L.V. Shcherba, "observations on language are observations on thinking..." and "fulfills this premise, forcing a person to stop at the flow of his speech, and, consequently, thinking, forcing him to divide it into parts, to think about the relationship of these parts, to compare them with each other and deepen their understanding. It is also necessary to pay attention to the characterization of language as "a means of satisfying the communicative need to express thoughts, feelings, will. Both native and foreign languages act in this capacity. However, the native language is the first to become a natural, natural form of awareness of the existence and designation of the emotional-volitional sphere of a person. Any other language, coexisting, does not replace and, moreover, does not displace the native language in this function. Evidence of this is the fact that people who speak several languages express the most intimate, involuntary, and personally significant, only in their native language. [2].

➤ Correlation with the sensitive period of the child's speech development, i.e. the period of greatest sensitivity to language acquisition (from 2 to 5 years): A foreign language at school is acquired by a child not in the most sensitive period of his speech development. As you know, this is "a period from one and a half to five years, this is a period of awareness of linguistic "rules", the formation of a common grid of every day, every day, according to L.S. Vygotsky, concepts, the period of construction by the child of a situational detailed statement".

Unlike other academic subjects, a foreign language is both a "goal and a means of learning" [1]. Let us dwell on the consideration of three very significant features of the specifics of a foreign language:

➤ "pointlessness":

lies in the fact that its assimilation does not give a person direct knowledge of reality (unlike mathematics, history, geography, biology, chemistry, physics, etc.), and language is a means of formation and then a form of existence and expression of thoughts about objective reality, properties, the laws of which are the subject of other disciplines [3].

➤ "infinity":

When studying a language, a person cannot know only vocabulary without knowing grammar or the “gerund” section without knowing the “tenses” section, etc. He must know all the grammar, all the vocabulary necessary for the conditions of communication required by the program. But this “everything”, for example, in the lexical and stylistic terms in the language has practically no boundaries [1].

➤ "Heterogeneity".

Language, in the broad sense of the word, includes a number of other phenomena, for example, "language system", "language ability", etc.

Another feature of a foreign language is the specific ratio of knowledge and skills [1]. So, a foreign language in the process of mastering it involves the same big process as the "practical" disciplines, the process of forming speech skills (skills). At the same time, this development implies no less than for the exact sciences, the amount of language knowledge in the form of rules, patterns, programs for solving various communicative tasks, which, due to the “non-objectivity” of a foreign language, relate to the construction, implementation of speech activity itself, while in other scientific disciplines, they are valuable in themselves, as inherent in science itself and revealing its patterns.

A foreign language, indeed, requires work - daily and systematic. It requires work that is motivated. The student must know why he is doing this, and have a clearly defined specific goal of learning a foreign language. The goal may be, for example, to master English in order to read Shakespeare in the original, or to be able to communicate directly with peers - English schoolchildren, etc.

Speaking is one of the types of speech activity, so speaking should be defined in the general context of speech activity.

Determining the psychological content of speech activity, A.N. Leontiev notes that speech activity:

It is a kind of human activity and occupies a central place in the process of its psychological development;

Involving in other human activities, it performs a communicative function (a word is a means of communication), an indicative function (a word is a means of pointing to an object), an intellectual and significative function (a word is a carrier of a generalization, a concept);

There is not a process of quantitative changes, expressed in an increase in the vocabulary and associative connections of the word, but a process of qualitative changes, a process of development;

This is the unity of form and content;

It has its own expression in the form of a word, which is correlated with the subject of expression (thought); [1]

Based on the theory of A.N. Leontiev, thought as an object of speech activity in many respects "shapes the whole character of activity". [1]

Speaking - according to the method of designing an object (thought) is an oral form of speech activity, which, according to the direction of speech action on the expression of a

pre-measure (thought), is characterized as a productive type of activity. And by the nature of the role that speaking plays in the process of communication, speaking is characterized by an initiative type of speech activity, since it is aimed at meeting human needs. I.A. Zimnyaya refers to the needs that are realized in speech such needs as "higher spiritual needs": communicative, cognitive, the need for communication [1] speaking as a type of speech activity should be considered in the context of speech activity "... in the totality of its activity characteristics". [2] Thus, speaking as a type of speech activity has the following characteristics: connection with the personality, connection with thinking, connection with the communicative function of thinking, motivation, purposefulness, social nature, etc.

Speech activity, like any other type of activity, is the result of the mental, psychophysiological activity of the human brain. Consequently, it has in its content such psychological components inherent in any other human activity as an object, means, mode of action, product and result, which are realized through the psychophysiological mechanisms of speech.

Speech activity is realized due to the complex psychophysiological mechanism of speech activity. Many researchers pay attention to the connection between the psychological content of activity and the psychophysiological mechanisms of activity. In particular, in his article "On the triple aspect of the linguistic sign" L.V. Shcherba, considering the nature of language, writes that: "The mechanism, this is the speech (activity) organization of a person, cannot in any way be equal to the sum of speech experience (this implies both speaking and understanding of a given individual; a person's speech organization can only be physiological or psychophysiological."

Speaking as one of the types of human activity has all the psychological and psychophysiological characteristics of activity, being only one of the ways to implement speech activity. Thus, speaking in the psychological process of speech activity is a way of expressing thoughts by means of language, therefore, oral speech activity has special psychological and psychophysiological mechanisms for turning thoughts into statements.

A.A. Leontiev, based on the analysis of psycholinguistic models of speech utterance, considers the process of shaping the utterance from a psychological point of view, gives the following stages of speech generation. The formulation of the statement occurs in 4 stages:

- Stage of statement motivation;
- Stage of conception (plan program);
- Stage of implementation (implementation of the plan);
- Stages of comparing the implementation of the idea with the meaning itself.

Making an utterance is the process of mediating a thought into an utterance. The utterance formulation mechanism is activated by a mechanism containing 4 stages:

- ✓ word selection operation;
- ✓ designing the model with keywords;
- ✓ registration of the message in accordance with the norms of the language;
- ✓ Implementation of the statement.

The problem of message design is one of the main problems in modern linguodidactics. This is, firstly, due to the fact that the process of formalizing an oral message is involved in the transformation of a thought into a statement and is an intermediate stage between a thought and an oral message. Secondly, speaking, being a productive way of implementing the subject of speech activity, which is thought, speaking, need (I.A. Zimnyaya), is the leading type of speech activity.

The relevance of teaching the formulation of a message in oral speech at different stages of learning English as a foreign language is due to the fact that training should be aimed at the formation of speech skills, the characteristics of which are automation, stability and consciousness, etc. At the same time, many researchers note that it has not yet been experimentally revealed how many exercises are necessary to automate a skill.

Undoubtedly, English is the most popular language in terms of international communication, obtaining new information, and using various intellectual resources. Therefore, its study in the modern world becomes a necessary condition for success.

In learning a language, several aspects can be considered, such as: writing, reading, speaking; each of which has its own significance in specific areas of activity.

Oral speech, in turn, carries the following functions:

- motivational (considered as the goal of language learning, provides the opportunity for direct communication, mastering oral speech helps to overcome problems associated with self-doubt when learning a language);
- developing (mastering the structure of the language in oral speech helps to improve other aspects of speech activity, i.e. students are provided with the opportunity to hear and see how, in what situations the introduced words or grammatical structures are used by including auditory, visual and speech-motor analyzers in active work; mobilizes the attention of students, stimulates cognitive interest).

Especially this position in the teaching of a foreign language manifests itself effectively in schools with in-depth study of the language, due to their focus on greater immersion in the linguistic environment, a student-centered approach, as well as an emphasis on the communicative aspect, which allow such a position to be fully realized.

Unfortunately, we did not provide evidence of the developed practical part due to the lack of practice. But we hope that in the future this development will be applied.

Reference

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