

The Role of Teaching Speaking at the Middle Stage of Learning English

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Abstract. This paper considers teaching English at the middle stage of education, since here the priority is educational developmental tasks associated with the formation of positive motivation. The main task at this stage is the formation of a communicative core or fundamental skills of foreign language communication. From the realization of the possibility of expressing the same thought in another language to the skills and abilities of independent solution of communicative and cognitive tasks, including language guesswork and the ability to express a personal attitude to the perceived information. Therefore, the purpose of this work is to study the role of teaching speaking at the middle stage of learning English, taking into account the characteristic features of monologue and dialogue.

Key words: positive motivation, communicative core, foreign language communication, teaching speaking, features of monologue and dialogue.

As already mentioned, a foreign language as an academic subject is characterized by a complex structure in which language (as a certain system of signs) and speech are distinguished, which are realized and implemented units of the language in a variety of communication situations. Therefore, in order to master the complex system that this subject is, the types of speech activity are singled out in it: oral speech (listening and speaking), reading, writing and aspects of the language: phonetics, vocabulary and grammar. Each of these components, in turn, is further subdivided, for example, in oral speech, listening and speaking are distinguished; the latter is manifested in monologue and dialogic speech. Further division is possible, for example, statements at the level of a sentence, at the level of super phase unity and at the level of free speech. Such a division allows a deeper understanding of the object of study, i.e. the specific content of learning in each of the named types of speech activity and aspects of the language, and to develop a learning technology.

Each type of speech activity, in addition, can be approached as a learning goal and as a means of learning. So, for example, oral speech as the goal of learning acts as a means of communication, with the help of which information is obtained during listening, information is transmitted during utterance, information is exchanged during conversation, when oral speech is associated with the method of application in teaching a foreign language. 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 when it is perceived by ear or in the process of speaking, when you yourself need to speak out in this situation. 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, when oral speech is associated with methods of familiarization and training and the expansion of language knowledge, knowledge of the realities of the language being studied. In this case, the tasks, although they should, if possible, be of a communicative nature, are associated with working out the form, meaning and use of a word, phrase, grammatical form; The student's attention is directed to how they say, how to say in a given situation, what this or that grammatical form, this or that word, a phrase conveys.

However, it should be noted that the opposition "means of communication - a means of learning" is conditional, like any other opposition. In the artificial conditions of learning a foreign language, it is difficult to draw a sharp line, for example, between oral speech as a means of teaching and oral speech as a means of communication, and, nevertheless, such a distinction is resorted to, because it allows you to better organize training in the required type of speech activity, form and to improve it and more widely, more effectively use it in the educational process.

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 input words or grammatical structures are used by including auditory (students listen), visual (they see how sentences with new language material are pronounced, and correlate the input material with the subject, situation)) and motor speech (they pronounce what they hear) analyzers; mobilizes the attention of students, stimulates cognitive interest.

Let us consider the role and place of oral speech as a means of teaching with an oral basis of education, with oral advance, with an oral presentation of educational material, i.e. with those different approaches to teaching students a foreign language (and in particular specific educational material) currently used at school.

With an oral basis of education, when an oral introductory course is conducted and in the future there is a rather large gap between oral and written speech in relation to the material being assimilated, the role of oral speech (which follows from the very name of the oral basis) is extremely large: it is used as a means of teaching when getting acquainted with teaching material and training, as well as a means of communication in the implementation of the application method. When working with the material being studied, the teacher uses all methods: familiarization, training and application without visual reinforcement in the form of a printed (written) text, i.e. without recourse to reading and writing. At the same time, these methods are not always used vertically in the lesson mode in relation to a specific material. Usually, the assimilation of the material is carried out in several lessons, in the mode of different lessons, as if horizontally. For example, in one lesson, students are introduced to a new structural group. The teacher, using certain methodological techniques, introduces a structural group only for listening and establishes whether the students

understood or did not understand the material being introduced. In case of insufficient understanding, the procedure is repeated. In the second lesson, the teacher returns to this structural group, and students not only perceive it by ear, but also train in reproducing this structural group in a given lexical content. Their attention is directed to the correct pronunciation of each phrase; in this case, correct reproduction is controlled. At the same or the next lesson, exercises are performed to replace words in the acquired phrases of the structural group and other transformations are carried out as part of the training. In subsequent lessons, the structural group is included in speech. Students perform speech exercises: name objects or actions, ask different types of questions in connection with communication situations and answer them. In other words, students apply the acquired skills in listening, their own statements and conversation. The educational material acquired through oral speech and for use in oral speech is then included in written speech, i.e. reading and writing, using methods of familiarization (with the graphic form of words and graphical representation of sentences of the structural group) and training in reading and writing them, so that the learned material can be used in independent reading and writing.

In case of oral advance (when the gap between oral and written speech is one or two lessons), the teacher organizes familiarization with new language material in speech units and oral training. Training is organized as follows. If grammatical material is new for students, it is offered in speech samples or standard sentences, correlated with situations in which this grammatical phenomenon is used. At the same time, the teacher highlights with intonation what is to be learned, and also uses contrasting pairs. For example, students should learn to use the past tense in speech. Speech samples used for familiarization (standard sentences) should contain everything in order to serve as models for revealing the form, meaning and use of this tense category. The teacher said sentences with the verb in the past tense, relating them to the situations in which they can be used, and thus ensuring understanding of what is being said. Translation is used where necessary. Then the teacher pronounces the same sentences again, highlighting the verb and adverbial words with the help of intonation. Then only the verb and adverbial adverbial words or sentences with the verb in the present and past tense (contrasting bets) can be pronounced with the appropriate adverbial adverbials. Thus, in oral form, without resorting to writing on the board and to the textbook, the teacher introduces students to the form (sound, grammatical), meaning and use of the grammatical phenomenon in the language being studied, after which he organizes a training session, which is also carried out orally.

It is necessary to provide students with repeated listening to the material being learned, its reproduction, transformation, which is usually accompanied by a repetition of the previously mastered vocabulary. Consider an example: “Yesterday we went to the cinema (to the theater, to the club, to the forest, to the park, to the stadium, to the library, to the doctor, to the teacher, etc.)”. When reproducing these sentences, the student's attention is directed not to the grammatical form they went, but to the transmission of the content (where they went), which ensures involuntary memorization of the grammatical form and the repetition of words and phrases used to designate a place.

Oral performance of training exercises provides students with the opportunity to apply the acquired material in speech and facilitates reading and writing.

If vocabulary is new for students, they learn the form (sound, grammatical), meaning and use of the word in such ways:

1. They observe the word in oral speech while listening. They listen, trying to understand the meaning of the word and how it fits with other words. As in the case of familiarization with grammatical material, the teacher provides understanding with the help of methodological techniques that reveal the meaning of the word, without resorting to the students' native language or using translation, translation-interpretation, when there are either discrepancies in the scope of the meaning of the entered word and its equivalent in the native language, or a certain specificity in the use of a foreign word in comparison with its equivalent in the students' native language.
2. Students listen and repeat words many times in various combinations with previously learned ones, make up phrases. The teacher “prompts” them to use the right word, otherwise the students themselves can make combinations that are impossible for the language being studied, for example: strong rain (heavy rain) instead of heavy rain.
3. Students listen, repeating various speech patterns, grammatical structures. Repetition is ensured by the creation of certain situations.
4. Students use words in situations created by the teacher.

Oral performance of the above exercises prepares students for the use of acquired vocabulary in speech and creates favorable conditions for learning to read and write.

With oral advance, familiarization and training are carried out orally in the mode of one or two lessons. At the same time, the pace of work is very important, the organization of students' attention with the help of specific settings for what needs to be heard and how to listen, what to say and how to say. In subsequent lessons, students read and write what they have learned orally. They are ready to use the material in oral speech as a means of communication, in reading and writing.

Thus, with oral advance, oral speech as a means of teaching plays an important role in the implementation of familiarization and training methods. Students get acquainted with the educational material and train in its reproduction, performing various training exercises orally without relying on a graphical representation of the educational material on the board or in the textbook.

In the oral presentation of educational material, oral speech as a means of teaching in its “pure” form (i.e. without visual reinforcement in the form of examples written on the board or data in the textbook) is used when familiarizing with educational material using the techniques described above. Training is based on reading and writing. In this case, oral speech as a means of teaching plays a small role only in the implementation of the method of familiarization with new educational material. After getting acquainted with the form, meaning and use of the input language material, for example, words, in speech samples and in isolation, students train in its reproduction and - carry out various transformations by reading aloud and writing.

The oral basis of teaching and oral advance in the conditions of teaching a foreign language at school, especially at the lower and to a greater extent at the middle levels of education, create favorable conditions for expanding students' knowledge in the target language, for the formation of pronunciation, lexical and grammatical skills and speech skills, and especially listening and speaking. The used means of teaching oral speech allows you to:

1. Focus on teaching pronunciation, as students only deal with spoken language with spoken speech. It is known that mastering pronunciation is a difficult task, even within the limits in which a communicative act can be provided. To solve this problem, one should start from the very first steps of learning the language. Written language does not help with pronunciation, especially when learning English or French, where the graphic representation of the word diverges from the sound.
2. More time to devote to listening, repetition, reproduction with some changes of the material being assimilated, since all work is done orally. Orally, you can perform several times more controls than when reading and writing, and, therefore, it is better to ensure the repetition of what has been passed, which is very important for mastering the language material and developing skills and abilities.
3. To develop in students the ability to perceive educational material through the auditory channel, which is an important factor for mastering a foreign language? Oral presentation of the material and its assimilation during the performance of training and speech exercises contribute to the development of phonemic hearing, which is very important for the development of listening skills. Otherwise, students trust their eyes more than their ears; understand only when they see the written (word, text), and do not understand sounding speech without visual support.
4. Provide a natural sequence with every small step in mastering the language being studied from listening to speaking, and then reading and writing.
5. To develop students' interest in the subject by creating an atmosphere of a foreign language in the classroom.

In conclusion, it should be said that the use of oral speech as a means of teaching a foreign language is carried out successfully under the following conditions:

If, firstly, the teacher is fluent in the language being taught and can adapt (adapt) speech to the specific conditions of the class without violating the authenticity of speech, usage (used in a foreign language, the use of a word, phraseological unit, turnover). In the absence of communication with native speakers of English (French, or German), for the vast majority of teachers, such a level of foreign language proficiency can be maintained (after graduating from a special university) with the help of constant language lessons (listening to original sound recordings, watching undubbed films, systematic reading of original literature). A large role in this belongs to methodological rooms, institutes for the improvement of teachers and teacher's houses, as well as special radio and television programs in foreign languages.

Secondly, if the teacher knows the capabilities of the entire class as a whole and each student individually, which is necessary for choosing methodological techniques, using real situations?

Thirdly, if the teacher has all the components of the educational complex, knows how to work with each component, and also has additional visual aids, as they say, for all occasions to get acquainted with the educational material and organize student training.

Fourthly, if the teacher manages to ensure a high pace of the lesson, which allows a lot to be done due to a differentiated approach to students, involving everyone in the work that is within their reach and, of course, due to good preparation for the lesson.

Fifth, the teacher needs to master the technology of teaching.

Speaking is one of the main types of speech activity, which has a number of characteristics that are of direct importance to a person. It is also inherent, like any other kind of human activity. Speaking is a way of expressing thoughts by means of language. The main problem in teaching speaking is that initially there is a problem in the design of an oral message due to the fact that it is an intermediate stage between thought and the oral message itself. It is necessary to develop appropriate speech skills.

Oral speech can be approached both as a goal and as a means of learning. In the first case, it acts as a means of communication, information transfer, etc. This is what a foreign language is for. In the second, with the help of oral speech, the development of automatisms in the reproduction and transformation of the material being sown is carried out.

In the modern methodology of teaching foreign languages, oral speech is used as a means of teaching, thereby allowing students to be introduced to verbal communication from the very beginning of learning a foreign language. It is used when getting acquainted with new educational material, during training and implementation of the application method. Oral training exercises give students the opportunity to apply the learned material in speech and facilitate reading and writing.

At the middle stage of education, the oral basis and oral anticipation create favorable conditions for expanding students' knowledge of the target language, both grammatical and lexical, and, above all, speaking and listening.

Reference

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