

«Сейфуллин оқулары – 18: « Жастар және ғылым – болашаққа көзқарас» халықаралық ғылыми -практикалық конференция материалдары = Материалы международной научно-практической конференции «Сейфуллинские чтения – 18: « Молодежь и наука – взгляд в будущее» - 2022.- Т.І, Ч.ІІІ. - Р. 294-296

TEACHING FOREIGN LANGUAGE MONOLOGUE SPEECH AS A FORM OF ORAL VERBAL MEANS OF COMMUNICATION

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Annotation

This article dwells on the development of monologue speech as a means of oral communication. The article reflects the psychophysiological features of the development of monologue speech among students. And also, as a contrast, comparative aspects with the dialogue are given. As a result, it was revealed that mastering a monologue is much more difficult than entering a dialogue. It is important to develop cognitive skills, critical thinking and the ability to reason. In order to master monologue speech, it is important for students to develop grammatical and lexical skills too. Since in the process they will need to express their thoughts competently using all their skills in a complex.

Key words: *case method, case technology, situational learning method.*

Introduction

The most important stage in learning and mastering English is the development of communication skills. Therefore, monologue speech is an important part of teaching speaking. Communicative skills of teaching a foreign language involve the development of speaking and writing communication in a foreign language. The main task of teaching speaking is the formation of intercultural communicative competencies among students that will help to communicate in any social and communicative situations.

If the object of speaking is language, then the subject of speaking is consciousness, which reflects the thoughts of a person connected with the real world. Therefore, in the process of speaking, not only conversation is carried out, but also the expression of thought.

Any monologue speech is a type of speech activity that has speaking mechanisms. Since this whole process is connected with the work of psychophysiological mechanisms that ensure the development of all the necessary qualities. Without the operation of this mechanism, no utterance that a person reproduces is possible. In order for speech to be expressive and its elements to fit into a certain meaning, there must be a so-called what will be said next.

The main part

Monologue speech is one of the forms of speech that is addressed to oneself, one or a group of listeners, characterized by a fullness, the presence of a structure, decorated grammar. Monologue speech is used for different purposes:

1. to communicate information;
2. to influence listeners by persuasion;
3. to induce or prevent any action [2].

According to the definition of G. V. Rogovoy, "a monologue is a form of oral coherent utterance, the presentation of thoughts by one person. The monologue consists of a number of logically, sequentially related sentences, intonationally designed and united by a single content or subject of the utterance" [7: 203].

Despite the fact that only one person participates in the monologue, but it is always addressed to someone. Therefore, it is the process of speaking that carries out the expression of thought.

In the methodology, three levels of mastering monologue speech are known: reproductive, reproductive-productive and productive levels.

The ability to analyze, reason and make a decision is an important basic requirement in monologue speech. In the process of monologues, students begin to talk about certain topics. Thus, they develop the skill of critical thinking, collecting their thoughts and expressing them without obstacles. There are necessarily 3 skills combined: grammatical literacy, lexical skills and the ability to reason critically. [3].

However, scientists say that in the process of teaching monologue speech, students experience certain difficulties that are reflected in their various mistakes. For example, this is clearly seen in the fact that there may be a lack of vocabulary in the student, as well as incorrect sentence construction. Moreover, there may be incorrect pronunciation, monotony of syntactic constructions.

Nevertheless, the main task of monologue speech is communication. The communicative goal is represented by the following functions:

- cognitive (learning new materials and understanding new information);
- effective (more able to critically reason and convince someone of the correctness of certain views, actions);
- emotionally-evaluative.

Monologue statements in their communicative function can be as follows:

- 1) monologue-message;
- 2) monologue-reasoning;
- 3) monologue-narration
- 4) monologue-description.

– A monologue message allows students to simply communicate some information;

– Monologue - reasoning allows students to activate their critical thinking skills and reason over some phenomenon;

– Monologue-narration helps students to tell a story by actively using their communication skills;

- Monologue description helps to develop creative skills in the process of describing a phenomenon.

From the point of view of linguistics, a monologue is characterized by the use of various types of speech structures and types, which can be accompanied by the use of composite and complex, with the presence of various stylistic means, such as rhetorical questions, parallel constructions, repetitions and others. [4].

In our methodology has its own system of teaching monologue. Teaching a monological utterance begins with a description (of nature, a room, a city, a person), including elements of narration; then teach mainly narration, at an advanced stage narration and reasoning.

E.I. Passov suggests the following sequence of work on a monologue statement:

- At the first stage, the ability to express one complete thought, one statement on the topic is developed;

- The second stage is associated with teaching the logical unfolding of thought, its explanation;

- The third stage is characterized by new logical tasks: the formation of the ability to reason, compare, generalize, and the obligatory increase in the amount of information.

All three stages are connected by the formation of phonetically, grammatically, lexically correct speech.

"Exercises should meet a number of requirements: be feasible in volume, appeal to different types of memory, perception, thinking, be purposeful and motivated, activate the intellectual activity of students, be natural in content and method of execution" [5].

The key place in the teaching of monologue speech falls on retelling. In turn, the retelling can be close to the text, free, selective and continuous (continuous retelling to convey the full content of the text).

Conclusion

Summing up, I would like to pay special attention to the fact that monologue speech is not just the use of simple words and phrases, but also logically related speech that contains a specific topic and problem. Most often, a monologue is addressed to someone, even if we are addressing ourselves. In the process of teaching, it is noticeable that it is much more difficult to teach monologue speech than to teach dialogic speech. Students need to have good knowledge and the necessary level of language proficiency to conduct a monologue. Therefore, we can say that teaching monologue speech is an integral part of teaching speaking in general. Here it is necessary to develop the cognitive skills of students. Since in the process of speaking, the expression of thought is carried out. Monologue speech is an act of speaking and a type of speech activity, then it has the mechanisms of speaking. After all, it is the work of psychophysiological mechanisms that ensures the development of all its necessary qualities in speaking.

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