

ПРОБЛЕМИ ВИЩОЇ ШКОЛИ

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SPEECH ACTIVITY AS A PURPOSE AND MEANS OF TEACHING A FOREIGN LANGUAGE

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Abstract. *The article aims at highlighting the logical construction as a main feature of a foreign language lesson. Three compulsory aspects are shown to create the logic of a foreign language lesson. The importance of the active role of students while learning is shown.*

Key words: *discourse, speech activity, independent thinking, goal, invariant, collective communication.*

Introduction

It is known that communication is carried out mainly through speech activity in forms of speaking, listening, reading and writing. This means that speech activity (its types) acts as a means of communication. But in order for speech activities to become a means of communication, they must be mastered, that is, they must first be made the goal of learning. So the goal and the means of learning are dialectically interpenetrated. Therefore, in order to achieve the goal of mastering an activity, it is necessary to make this activity a means of mastering it. This quality is one of the characteristic features of a foreign language lesson.

However, most often at the lesson a teacher of a foreign language speaks so limitedly, poorly, sometimes primitively, that this can in no way satisfy the needs of learning. Listening to the speech of a foreign language teacher at each lesson, the student begins thinking that if such speech is a model (as a goal of training), then it will not be difficult to achieve it. But, since the student understands that «they do not speak this way in life», then the teacher's speech does not serve as an end in any way — a model, and even more so.

Analysis of publications

N.V. Elukhina, exploring speech activity in a foreign language classroom as a learning tool, emphasizes the importance of a discourse, which is a product of speech activity and a means of teaching speech activity, suggests the process of creating such discourse, which is determined by extralinguistic factors, i.e. communicative context. In relation to a non-linguistic university, such types of discourses which are used in official communication are distinguished. In the field of oral communication, the author proposes a business conversation, a dispute, a report, etc.,

logically introduced into the course of lesson on teaching communication in a non-linguistic university [1].

G.V. Komshansky in his work «Communicative Function and Structure of Language» emphasizes the need to bring to each student that it is impossible to teach speech activity, only the student himself can learn it [2].

Speaking of the logic of foreign language classes, E.S Polat defines integrity as an integral part of the logic of a foreign language lesson in teaching communication. Integrity is defined by him as a logical proportionality of all parts of the lesson, their subordination to each other and orderliness [3].

Purpose and Problem Description

The purpose of the proposed article is to show the importance of the goal clarity and its ability to reach the intended level of mastering of the material, which are the most important prerequisites for proper planning and conducting a foreign language lesson. If a teacher of a foreign language wants to achieve goals at a lesson, he must, first of all, understand: 1) what can serve the purpose of a lesson; 2) how to form a goal; 3) how many goals can be set at the lesson.

The goal of a foreign language lesson is shown in the article as an essential component of mastering speech and a means of learning a foreign language,

The logical construction of lessons – a means of learning a foreign language

Speech activity, in our opinion, should be carried out on two levels. When a teacher in a classroom gives instructions on how to work, or a rule is an instruction when performing tasks, his speech should be extremely clear and understandable (listening with full understanding). When the teacher comments on something, ex-

presses his attitude to something, praises the student or reprimands, it is not at all necessary for students to understand absolutely everything, if they understand the meaning (or main content) of what was said (listening with general content coverage). Moreover, only in this case will the speech in a foreign language class fulfill its role both as a goal and as a means of learning. We can say that the teacher's speech should be an accessible but unattainable model for students [4].

It is widely believed that students are overloaded. Do we not mix nervous overloading and intellectual, mental overloading? Nervous overloading in students is really a bit too much: the general rhythm of modern life, the working style of individual teachers, the tiring abundance of information, etc. As for the intellectual burden, it is small. Students are offered many foreign language tasks that often require unnecessary memorization, rewriting assignments that lack problematic and discussion, monotonous assignments that do not contribute to the development of autonomy, assignments that students take a passive rather than an active position at the lesson. These are the students about whom we, the teachers of a foreign language, say: "They do not want, they are not interested, they are incapable." However, they dream of activity, creativity, independence.

One can learn something only by overcoming difficulties, overcoming them independently. And independence in the study of a foreign language is not the absence of a helper or any support, independence here, first and foremost, means independence of thinking. We often do not trust students, do not believe in their thinking abilities, do not take into account the ability to work inherent in man as such [5].

Teachers of a foreign language try to make it easier for students by giving lightweight mechanical tasks, performing uniform exercises and simply reading a foreign language textbook [6]. But two or three months pass and we complain: "The interest has disappeared, the desire has gone, the activity has disappeared, the attendance has decreased." But not therefore, did it happen that we did not teach students to overcome independently the difficulties of tasks requiring speech-thinking, did not support or develop an "interest".

In modern conditions, with a shortage of time in the process of learning a foreign language, the only condition for the intensity of the lesson is the active position of the student. It is achieved primarily by using verbal-thinking tasks, tasks

requiring speech-making, providing for permanent overcoming of difficulty levels, as well as organizing a class when the student is internally active, as it is included in the process of collective communication. A student studying a foreign language must understand that speech activity cannot be taught, it can only be learned. It would be very useful if such a slogan hung in the audience and reminded students that the key to the success of learning a foreign language is in their own hands.

A teacher of a foreign language working in an intensive manner, constantly inspiring to students: "Dare, you are talented," always strives to make the lesson logical, intuitively feeling and understanding the need for it. However, the lack of a precise definition of what the logic of a lesson is, what it is made of, does not allow using it fully. Meanwhile, the logic of the lesson, in our opinion, is related to its structure, that is, it is the essence of the lesson, and that is why it is the most important concept of practical interest for a foreign language teacher. In our opinion, the logic of a foreign language lesson consists of four aspects:

1) the correlation of all parts, elements of the lesson with the main goal. This aspect can be called focus;

2) proportionality of all parts of the lesson, their subordination to each other, or the integrity of the lesson;

3) movement through the stages of mastering speech material, which can be called the dynamics of a lesson;

4) the unity and consistency of the material in content, or relatedness of the lesson.

Purposefulness implies the presence of one main goal. Clarity and definition of the goal, its monocharacteristic is the first prerequisite for the purposefulness of the lesson.

If to look at the logical scheme of the English lesson, we can see:

1) Theme of the lesson: The history of the development of road transport.

2) Purpose of the lesson: Development of reading, translation, summarizing, annotation and communication skills topic;

3) Related task: Improving pronunciation skills and grammar skills.

Course of lessons:

1) 2 min - the organizational moment.

2) 10 min – speech exercises in the form of questions and answers (How did you get to the university? Did you have any changes? How much time did you spend to get to the hostel? Do you have a car? Which one?).

3) 10 min – repetition and subsequent consolidation of the vocabulary, grammar of the lesson in the form of a game («ball», «snowball», etc.).

4) 10–12 minutes – an overview of current events prepared at home, or viewed in the lecture room.

5) 20 min – homework checks (vocabulary, grammar, listening, translation, communication on the topic). This type of work should be conducted in such a way as to prepare students for talking with each other or playing on the text being studied.

6) 10 min – the transfer of the content of the text prepared at home and worked out in different oral and written exercises.

7) 15 min – viewing or search reading on the topic.

8) 15 minutes – introduction of the next lesson vocabulary, teacher's comment on the introductory topic.

9) 1 min – homework.

From the above given scheme, a foreign language lesson in the first year is clear, that 88 min of the lesson are directly devoted to the achievement of the goal, the integrity of the lesson was defined as the proportionality of its parts, subordination to each other, orderliness. Hence it is clear that integrity can be assessed only if we establish that there is a part of the activity, or rather, what is its element and how all the elements of the activity are connected, that is, what is its structure?

The organizational moment and the end of the lesson are only the organizational actions of the teacher. They are not stages of mastering the material, leading to the main goal. The peculiarity of the lesson of a foreign language, resulting from the specificity of the subject, is that there can be no lesson and such special stages as repetition and control.

The specific character of a foreign language, in our opinion, forces us to abandon the stage of introducing a new material. New things, of course, are assimilated at each lesson, or rather, at each lesson, mastering or improving the skills of mastering a new material, developing the speech ability as a whole, or some of its main parts. In this case, students should actively master the material (master independently), although under the guidance of a teacher. And the term «introduction of the new» implies the activity of the teacher.

It is also unlawful to add homework to the elements of the lesson. It can be safely taken out of class - to give in writing (on the board, on

cards, in the textbook), and not to explain each time the technology of execution, based on a particular task.

Based on the above, a structural unit or element of any activity, in our opinion, should be considered an exercise, because all the main features of the educational process are inherent in it: it always has a goal, a number of expedient actions are performed, these actions are controlled, as a result there is a certain progress in mastering material. At the same time, an exercise is the smallest segment of the lesson that has an independent meaning.

But one exercise is often not able to advance the student to the next step of mastering. Then, the same type of actions and conditions of the exercises are combined into blocks of exercises. Two exercises of imitative level form a block for imitative mastery of the material, three for substitution - a block for mastering the substitution, a block for developing reading speed can consist of two or three exercises of the same type, etc. Three mandatory invariant elements are revealed in the structure of a foreign language lesson. From the perspective of the student and the teacher, they will look somewhat different.

Teacher:

- 1) creating an atmosphere of foreign communication;
- 2) showing the functioning of digestible material;
- 3) exercise management.

Student:

- 1) entry into the atmosphere of foreign communication;
- 2) awareness of the material and methods of action with it;
- 3) training in achieving the required level of knowledge of the material.

All three invariants are embodied at the lesson in different elements: the creation of an atmosphere of foreign communication - in speech exercises, speech preparation, instruction to the lesson, instructions to tasks.

Instructions, in the broad sense of the word, together should be considered an exercise in the classroom; demonstration - in the presentation of a grammatical phenomenon (auditory, visual, etc.), somatization of lexical units in different ways, in exemplary utterance, etc., training and managing it in conditional speech and speech exercises, and the corresponding actions of the teacher.

Conclusion

The structure of a lesson is just the patterns by which its three main invariants and all the elements in which they are embodied are organized (in accordance with the goal).

The main thing that the necessary connections of the main goal with all types of work (stages) with others were preserved, so that each exercise would prepare for the next, raising the learner to a higher level of mastering the required action, that is, bringing him closer to achieving the main goal.

Therefore, the logic of the lesson is also the logic of gradual mastery of speech material.

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Мовна діяльність як мета і засіб навчання іноземної мови

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Анотація Стаття має за мету висвітлити логічну конструкцію як основну особливість уроку іноземної мови. Для досягнення цієї мети необхідно вирішити такі завдання: виділити обов'язкові аспекти, що створюють логіку заняття з іноземної мови; показати важливість активної позиції студентів у процесі навчання іноземної мови; сформулювати передумови правильного планування і проведення заняття з іноземної мови.

У процесі дослідження доведено, що чіткість мети заняття, визначеної викладачем, та її здатність досягати наміченого рівня оволодіння матеріалом є важливими передумовами правильного планування і проведення заняття.

Висвітлено, що з метою пов'язана логіка заняття з іноземної мови – найважливішим компонентом оволодіння мовною діяльністю як засобом навчання іноземної мови.

Проаналізовано чотири аспекти, що створюють логіку заняття: співвіднесеність всіх елементів заняття з головною метою; відповідність всіх частин заняття, їх підпорядкованість один одному, або цілісність заняття; рух за стадіями засвоєння мовного матеріалу, що можна назвати динамікою уроку; єдність і послідовність матеріалу за змістом, або зв'язаність уроку.

Окрему увагу приділено питанням правильного планування і проведення заняття, зокрема самостійності мислення і цілеспрямованості. Наголошено на важливості активної позиції студента при вивченні іноземної мови у сучасних умовах дефіциту часу, яка досягається насамперед використанням мовнодумкових завдань, що потребують мовотворчості, передбачають постійне подолання рівнів труднощі, а також такої організації заняття, коли студент внутрішньо активний, оскільки включений у процес колективного спілкування.

Ключові слова: дискурс, мовна діяльність, самостійність мислення, чіткість мети, інваріант, колективне спілкування, мовотворчість, цілеспрямованість,

Речевая деятельность как цель и средство обучения иностранному языку

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Аннотация. Рассмотрена логическая конструкция занятия как основная черта урока иностранного языка. Три обязательных аспекта показаны для создания логики урока иностранного языка. Чёткость цели и ее способность достичь намеченного уровня овладения материалом являются важными предпосылками правильного пла-

нирования и проведения урока. Важным моментом является активная позиция студента. Она достигается прежде всего использованием речемыслительных задач, а также такой организацией занятия, когда студент внутренне активен, поскольку включен в процесс коллективного общения.

Ключевые слова: дискурс, речевая деятельность, самостоятельность мышления, цель, инвариант, коллективное общение, речетворчество.
