



FORMATION OF SPEECH PERFORMANCE IN ENGLISH LESSONS

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Annotation

The article reveals the concept of speech activity, as well as its mechanisms, structure, and types. The main methods and techniques that it is advisable to use in English lessons for the formation of speech activity for schoolchildren are determined.

Keywords: Speech activity, speech, speaking skill, exercise, methods of teaching English, reading, speech contribution, speech development, listening, written speech.

Introduction

Currently, in the methodology of teaching English, there is a tendency to understand a foreign language as a means of interpersonal communication, enriching the spiritual world of the student and introducing him to active social activity. In addition, the Federal State Educational Standard specifies expected results: speech, communicative, linguistic, and cultural competence [1]. For the successful development of the listed skills and competencies, it is necessary to form the speech activity of students.

Speech activity is a multidimensional process that is studied by various scientific branches – psychology, linguistics, and linguistics. Thus, such scientists as L.S. Vygotsky, A.A. Leontiev, I.R. Galperin, T.A. Ladyzhenskaya, M.R. Lvova, M.S. Soloveitchik, and others were engaged in the theoretical development of the question of speech activity.

From a psychological point of view, speech activity is a specific type of human activity, during which a statement is created with the help of a language sign, which is aimed at solving a particular problem [3].

Speech activity is an integral part of the system of other activities and mental mechanisms of personality – cognitive, communicative, social, and labor [6]. In other words, it very rarely performs in an independent order. For example, a student sets out to ask a classmate for a pen. The act of activity includes a speech utterance, but it will be considered completed only when the classmate fulfills the request [3].

By its structure, speech activity consists of several stages, which were determined by I. A. Zimnaya, taking into account the specifics of the process [7]:





-Motivational and inspirational. Assumes the presence of an internal desire to perform a speech act, in other words, a communicative and cognitive need. In this context, the stable motive of speech is the speech intention;

-Approximate research. At this stage, the necessary information about the conditions for the implementation of speech activity is selected;

-Performing. Direct realization of speech activity through a speech act.

There are types of speech activities – speaking, listening, reading, and writing [7].

The listed types of speech activity determine various methods of organizing speech communication, the subject of utterance, forms of feedback, and forms of speech – written, oral, and internal. One of the main tasks of the process of teaching a foreign language is the formation of speech activities for students. In the content, cultural, social, and communicative aspects, this subject has a significant potential to achieve this goal [8].

In English lessons, first of all, it is necessary to form a speech skill – a method of performing a speech action brought to automatism.

Let's highlight the main methods that contribute to the formation of speech skills in English lessons.

-Exercises aimed at practicing speaking as one of the types of speech activity. This includes building a dialogue on a given topic using reference words, creating your oral utterance based on the proposed stable constructions, repeating words and more complex utterances according to the standard, and composing your own stories using active and passive vocabulary. These methods develop communicative competence, involve students in speech activity, and help overcome the fear of using a foreign language as a means of communication [5].

-Exercises that develop writing skills. In the first stages of learning to write, it is necessary to use visual samples, following which the student will be able to create his own written statement. Students may be asked to write a story on behalf of the hero, compose a letter to a foreign friend, and describe their thoughts about a particular problem. In addition, it is necessary to justify the relevance of written speech in modern realities [4].

-Exercises that provide mastery of the graphic system of the language, in other words, reading. The main purpose of teaching reading as one of the types of speech activity is the ability of the student to adequately correlate the written text with its sound embodiment. To successfully solve this problem, it is necessary to carry out preliminary oral work to identify unfamiliar words. To develop the reading skill, it is necessary to mechanically assimilate the basic rules of reading and their exceptions [5].





-Exercises that practice the listening skill. Listening is one of the most difficult types of speech activity the aspect of learning a foreign language since in this process it is necessary not only to listen to speech but also to perceive it. Students can be offered to listen to musical compositions, native speaker speech, and watch movies in English. Before starting listening, it is advisable to carry out preliminary work – to view a similar written text, and find out the meaning and sound of unexplored worlds. After listening, it is necessary to consolidate the information received – insert the missing words into the written text, answer questions, and compose a dialogue.

Thus, summarizing what has been said, we can conclude that speech activity in the modern world is one of the most significant competencies. Speech activity is a complex, multidimensional process in which mental, personal, and cognitive aspects of personality are involved.

English lessons actively contribute to the formation of speech activity in schoolchildren. Comprehensive, specially organized development of all types of speech activity is necessary – speaking, listening, writing, and reading.

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