TEACHING THE ENGLISH LANGUAGE – THE PROBLEM OF SYSTEMATIZATION AND IMPROVEMENT OF SPEECH DEVELOPMENT METHODS

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Abstract

Teaching the English language in a modern educational institution is carried out in the conditions of significant changes in the entire education system. These changes are due to the need to bring the quality of the latter in line with the requirements of modern society. But it should be noted that students have poorly formed speech development skills. Students are not always able to freely argue their speeches, draw generalized conclusions, or simply freely and arbitrarily communicate with each other. Often they try to replace lively, cultural speech with standard everyday facial expressions and gestures, i.e. primitive non-verbal ways of communication. Students find it difficult to create independent, coherent, generalized oral and written statements. Students make a large number of speech, spelling and punctuation errors. The purpose of the article is to consider the means of communication technologies from the point of view of their influence on the development of oral speech in the English language lessons.

Keywords and phrases: Richness, beauty, visual power, expressive power, monotonous speech, syntactic constructions, linguistic means, creative writing, creative dictation

The focus of modern methodology of the English language, of course, is the development of speech. In this regard, the problem of systematization, ordering and improvement of speech development methods is of great importance both for the theory of methodology and for the practice of teaching the native language.

The ability to master the language, its richness, beauty, visual and expressive power is the main task of the development of speech in institute.

The dominant idea of the federal component of the state educational standard in the English language is the intensive speech and intellectual development of students at all levels of education. The content of the new standard is due to the general focus of the educational process on achieving meta-subject and subject learning goals based on a competency-based approach that ensures the formation and development of communicative, linguistic, linguistic and cultural competence [1].

In institute today, the actual topic is the development of speech. Performing examination work in the English language and in other subjects requires the following skills from an institute graduate: analyze, classify linguistic facts in order to provide various types of speech activity; evaluate linguistic phenomena from the point of view of normativity; analyze language units in terms of correctness, accuracy and appropriateness of their use; use the basic methods of text processing, evaluate written statements in terms of language design, the effectiveness of achieving the set communicative tasks; conduct linguistic analysis of texts of various functional styles and varieties of language; create your own speech statement in accordance with the tasks; exercise self-control [5].

Currently, students and teachers in English language lessons face the following problems:

1. Students' speech is not developed, vocabulary is extremely poor, students use monotonous, simplest syntactic constructions in their statements, etc.

2. Some students do not know how to independently analyze a work of art, reflect on what they read, their impressions are superficial, they cannot identify the author's position, express their opinion, their attitude towards the characters.

3. Practice shows that the compositions of students are of the same type, do not differ in originality, do not demonstrate the student's interests in this work [2].

Taking into account the problems of students, it is necessary to develop a system of lessons using various literary texts and types of work on the development of speech.

One of the most important tasks of English language lessons is to create conditions for students' speech activity, communication, and expression of their thoughts.

An equally important task is to use a variety of forms and means of teaching, various literary texts and types of work on the development of speech [6].

The third important task is to teach students to write essays and presentations of various types and genres.

Undoubtedly, these problems and contradictions require solutions.

The development of speech should undergo the greatest changes in the new social and educational conditions. Traditionally, the development of speech was focused on the lessons of the English language, taught on a linguistic basis. In addition, it was not specifically related to other sections of the teaching of literature, and even more so with other disciplines of the institute curriculum [3].

Firstly, every teacher should be engaged in the development of speech, regardless of what subject he teaches.

Secondly, the literature course with accompanying visits to the English language lessons should become the center of education.

Thirdly, the goals of teaching must change radically, and hence the very nature of teaching: from reproduction, from working according to a template to the development of the student's creative abilities.

The development of students' speech will be effective if the English language lessons systematically and purposefully use a variety of forms and means of teaching [7]. The use of such lessons will lead to an increase in the quality of education.

Undoubtedly, in order to form a high level of speech, everyday, systematic work, both group and individual, is necessary.

The leader in the lesson of the English language should be working with the texts of great word artists. The literary text gives rise to new associations, develops the imagination, which is especially important for enhancing the creative activity of students.

The main goal of a comprehensive text analysis is to teach students the rules, the technology of constructing a text using the example of the classics, therefore, the text for analysis should be exemplary [8]. The classical text is a single whole, where each element is in its place, the text of such an author, from whom there is something to learn.

The main organizational forms of complex text analysis seem to me to be the following [9]: collective work of the class, under the guidance of a teacher, students trace the development of thought in the text, macro and micro connections, the interaction of language units; one of the stages of preparation for the presentation or oral retelling of the text; one of the forms of independent work of students; one of the forms of testing the knowledge, skills and abilities of students in the exam.

Thinking about the meaning of the text, the student himself comes to the language means by which this meaning is expressed [10]. Let him not immediately be able to see and comment on all the means, but the logic of analysis: from the content of the text to the language means by which this content is expressed, he will learn and, as he trains, analyze the proposed text will be more complete and perfect. And this means that he will build his texts better and better.

Task options for complex text analysis [4]:

- Did the text change your mood?
- What intonation should the text be read and why?
- What kind of music do you associate the content of the text with?
- Try to change the title of the text. Justify your choice.
- Specify keywords.
- Plan the text.
- Using dictionaries, explain the meaning of the word/words.
- Explore the role of sound writing in the text (epithets, metaphors, comparisons, parallelism, etc.).

- Explain the role of the ellipsis (other punctuation marks) in the text.
- What linguistic means (lexical, grammatical) help the author to convey his attitude to what is being said, to evaluate it.
- What linguistic means are used to connect sentences?
- What is the meaning of the prefix or suffix in the word/words?
- Using dictionaries, explain the meaning of phraseological units / phraseological units.
- What spelling and punctuation rules can be illustrated with examples from the text?
- Draw up a proposal.
- Write a sentence in which the predicate is expressed by the adverb.
- What is the reason for the difficulty in completing this task?
- Select from the text the material for the vocabulary dictation.
- Write down words that are interesting from the point of view of:

a) word formation

b) vocabulary,

c) orthoepy.

- The methodology of the English language uses various types of creative work:
- creative writing
- creative dictation
- creative presentation
- free dictation.

In the system of work designed to develop and improve the communicative and speech skills of students, presentations play a large role - a traditional, proven in the practice of teaching type of work on the development of coherent speech.

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