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The use of speech situations in teaching of oral foreign communication in gymnasium

Teaching of oral communication is one of the most difficult tasks in foreign language methodology. The difficulty lies in the fact that the language material must be mastered perfectly and used as a means of communication.

One of the effective approaches in teaching of oral foreign language communication is the gradual development of speech from individual elements to full communication by gradually increasing the number of phrases. Researchers of the problem note that at this stage of learning it is advisable to use speech situations.

Speech situations are communicative tasks that model various life circumstances and involve students in different types of speech activities. These tasks allow the student to consistently perform intellectual operations in the process of working with information: acquaintance - understanding - application. We understand the speech situation as a methodical technique that contains a set of conditions aimed at solving a practical life problem. A distinctive feature of speech situations is a pronounced practice-oriented nature. Their use requires a specific lexical inventory. A deep understanding of the situation improves the quality of the speech message because each message reflects the interaction of objective reality, thinking and speech. In foreign language lessons teachers usually simulate practical speech situations that allow gymnasium students to feel more confident in everyday foreign language communication. It is advisable to take into account the following components: the situation of communication (formal, informal); addressee (number of interlocutors, type of their relationship); purpose of communication (communication, message, influence). Here are some examples of possible speech situations for the development of oral communication skills:

1) Simple situations in which the student builds only a few sentences:

- Say hello to a friend, teacher.
- Introduce yourself

2) More complex situations in which students learn to build statements that consist of several logically related phrases, full-fledged monologues and dialogues:

- Tell us about your favorite sport.
- See the weather forecast (you can use a smartphone). Tell us about the current weather conditions, air temperature.
- Discuss with a friend the last movies you watched.

Another approach to teaching of oral speech is the transition from acquaintance with the text model to composing your own statement. The text model is usually provided to students in writing for reading. It is desirable not only to read the text model but also to listen to it. This will help students better understand the phonetic features of a foreign language, the principle of constructing phrases in oral speech. The text should be analyzed at different levels: phonetic - attention is paid to the phonetic features of words, as well as to the intonation present in the text; lexical - attention is focused on lexemes that cause difficulties in understanding the text; grammatical - the syntactic features of sentences present in the text are considered. Then students should be offered a situational task related to the content of the text. To do this you can use a number of different questions the answers to some of which students find in the text. In order to give answers to others they will have to use life and educational experience and foreign lexical inventory.

Thus, the use of speech situations in the teaching of oral foreign communication is relevant at all stages of learning.

References

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