

METHODOLOGICAL ESSENCE OF LEARNING SPEECH SITUATIONS IN THE PROCESS OF TEACHING FOREIGN LANGUAGE COMMUNICATION IN GYMNASIUM

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An important component of a modern foreign language lesson is learning speech situations - communicative tasks that model various life circumstances and engage students in various types of speech activities. Researchers of the issue (M. Weisburd, S. Nikolaeva, O. Pasichnyk, T. Polonska, V. Redko, etc.) note that the systematic use of speech learning situations contributes to the enrichment of student vocabulary, promotes the development of their communication skills.

Given the fact that from elementary school students are familiar with the lexical topic "My family", we consider it appropriate to continue this topic in foreign language lessons in gymnasium. In this case, there is an expansion of socio-cultural information through modelling the situation on the sub-topics, such as "Professions of my family members", "Holidays in the family", "Animals that live with us", "My family's hobbies", etc.

From a methodological point of view, the content of the educational speech situation is important. If it corresponds to the age characteristics of students, takes into account the acquired knowledge, especially vocabulary, then it is interesting for children and encourages them to participate actively. The core of mastering the learning material is a situation that is modelled by the teacher or suggested in the textbook. In this case, a learner performs a certain social role (that of a brother, sister, son, daughter, grandson, granddaughter, etc.). Having received a certain social role, the learner should answer the questions: "Who am I?", "What are my qualities and disposition?", "What do I have to do?" Consequently, the task for students should be clearly set.

Psychologists (I. Zymnia, O. Sergeenkova, etc.) note that interesting topics for adolescents are those in which there are new facts for them, as well as those that involve discussion of deeds and relationships. Learners are interested in group work, during which the teacher divides the class into groups (each group is a family). The teacher sets roles for students: mother, father, grandmother, son, daughter, etc., and asks questions in turn, for instance, "Which family member do you want to be like?", "Who do you trust with your secrets?" Why?", "Who do you like to communicate with the most?" and other.

It is important that a learning speech situation would not become a formal or silent one. Practice shows that the use of visual aids (pictures, photographs, drawings,

collages, posters) enhances students' speech activity. For example, in order to learn vocabulary and grammar patterns, it is advisable to offer learners a variety of dialogic situations: "Help parents to choose a gift for grandma (younger brother, sister)", "Help grandpa shop in the supermarket", "Advise parents what movie to watch at the weekend", etc. A teacher can offer students to choose from the items in the pictures and explain their choice.

To create a situation as close as possible to life, it is important to determine a particular coordinate system defined by such factors as the communicative role of a person; his/her social status; activities performed by an individual, moral and ethical beliefs, etc. Students should take into account the extralingual features of communication (a dialogue with a younger brother or with a much older person; a familiar person or a stranger; the context of the communication, etc.).

Authors of modern textbooks [1; 3] try to engage students in various types of speech activities, offering educational speech situations, which do not have the capacity to address the specifics of each class (student). So it is up to a teacher-practitioner to determine the appropriateness of an educational speech situation and its potential to account for inclinations and interests of a learner and his/her psychological state in class.

The teacher's task is to create an environment of trust in class, because students should not be afraid to express their own opinions or make mistakes in speech.

Thus, practice shows that speech situations, which are close to real life, increase the effectiveness of the lesson, intensify the speech activity of students and promote their interest in the subject. The key to success is deemed to be taking into account the age characteristics of learners, non-verbal factors, the range of educational speech situations, which are able to arise students' interest, engage them in speech activities.

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