

LEARNING A FOREIGN LANGUAGE THROUGH SPEAKING

Voronova Ye. M., Assoc. Prof., KhNAHU

***Abstract.** The article shows the importance of the goal clarity at the English lesson in the technical university. The goal of a foreign language lesson is outlined in the article as an essential component of mastering speech and a means of learning a foreign language. It is underlined that speech activity should be carried out on two levels. The article emphasizes the need to bring to each student that it is impossible to teach speech activity, only the student himself can learn it.*

***Key words:** goal clarity, essential component, speech activity, means of learning, compulsory aspects, goal.*

ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ ЧЕРЕЗ МОВНУ ДІЯЛЬНІСТЬ

Воронова Є.М., доц., ХНАДУ

***Анотація.** У статті показано важливість чіткості цілей на уроці англійської мови в технічному університеті. Мета уроку викладена в статті як суттєва складова оволодіння мовленням та засіб вивчення іноземної мови. Підкреслюється, що мовленнєва діяльність повинна здійснюватися на двох рівнях. У статті «наголошується на необхідності довести до кожного учня, що неможливо навчити мовленнєвій діяльності, навчитися цьому може лише сам студент.*

***Ключові слова:** чіткість мети, суттєвий компонент, мовленнєва діяльність, засоби навчання, обов'язкові аспекти, мета.*

ИЗУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА ПОСРЕДСТВОМ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ

Воронова Е.М., доц., ХНАДУ

***Аннотация.** В статье показана важность ясности цели на уроке английского в техническом университете. Цель урока иностранного языка обозначена здесь как неотъемлемый компонент овладения речью. Подчеркивается, что речевая деятельность должна осуществляться на двух уровнях. Показана необходимость донести до каждого ученика, что учить речевой деятельности невозможно, ее может освоить только сам ученик.*

***Ключевые слова:** ясность цели, существенный компонент, речевая деятельность, средства обучения, обязательные аспекты, цель.*

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. 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.

Analysis of publications

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 [1].

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 [2].

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. 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 [3]

Purpose and Problem Description

The article shows 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. 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.

Learning a foreign language through speaking

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, expresses 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. [4].

Rewriting tasks lacking 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

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 [5]. But two- or three-months pass and we complain: "The interest disappeared, the desire gone, the activity reduced, the attendance 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 classroom and reminded students that the key to the success of learning a foreign language is in their own hands.

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 logics of any lesson 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 mono-characteristic 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 of a foreign language lesson it's clear, that integrity can be assessed only if we establish how all the elements of the activity are connected [6].

The specific character of a foreign language introducing a new material. New things, of course, are assimilated at each lesson, or rather, at each lesson there are 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. 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 should be considered an exercise, because all the main features of the educational process are inherent in it: it always has a goal, and a number of expedient actions 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.[7]

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 logics of the lesson is the logics of mastering communication material gradually.

The structure of a lesson is just the pattern by which its three main invariants and all the elements embodied are organized in accordance with the goal. The main here is the necessary connections of the main goal with all types of work with others, 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.

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