

УДК 811.133*294.4

DOI 10.31494/2412-9208-2021-1-2-281-287

THE PECULIARITIES OF USING TEXTS IN TEACHING OF PRACTICE OF ORAL AND WRITTEN SPEAKING FOR THE DEVELOPMENT OF COMMUNICATIVE SKILLS OF STUDENTS

ОСОБЛИВОСТІ ВИКОРИСТАННЯ ТЕКСТІВ У ВИКЛАДАННІ ПРАКТИКИ УСНОГО І ПИСЬМОВОГО МОВЛЕННЯ ДЛЯ РОЗВИТКУ КОМУНІКАТИВНИХ НАВИЧОК СТУДЕНТІВ

Svitlana RYZHKOVA,
the candidate of pedagogical
sciences, the associate professor

an.skoryk91@gmail.com

<https://orcid.org/0000-0001-7560-5811>

Donbas state pedagogical university

✉ 19, Batyuk street, Sloviansk,
Donetsk region, 84116

Світлана РИЖКОВА,
кандидат педагогічних наук,
доцент

*Донбаський державний
педагогічний університет*

✉ вул. Батюка, 19,
м. Слов'янськ, Донецька обл.
84116,

Original manuscript received: June 29, 2021

Revised manuscript accepted: September 15, 2021

ABSTRACT

The article considers the theoretical issues of teaching speech on the basis of the text and tried to reveal the possibilities of practical application of this technique. As a result, it is emphasized that this way of learning oral speech (both dialogic and monologue) has a number of advantages. The use of text makes it possible to make the learning process interesting and increases motivation. At the same time, to get good results, work on the text must be well organized.

Close attention should be paid to the selection of texts taking into account the age and individual characteristics of students. Adherence to these requirements allows to overcome the shortcomings of the system of exercises presented in the textbook. When organizing work at the senior stage, students should be given the opportunity to show their individuality in the process of performing creative tasks. Our proposed set of tasks makes it possible to meet the requirements for the level of development of oral skills at the senior stage.

However, as we have already found out, the benefits of including creatively oriented speaking tasks are difficult to overestimate, because students not only learn new lexical material and develop phonetic skills, but they also «immerse» in the language environment, which allows students to learn a foreign language in more depth. Thanks to such tasks, a favorable psychological climate is created in the classroom, the psychological load is reduced, and emotional tone is increased.

As practice has shown, the task of teaching speech is one of the most effective means of improving the level of language proficiency of students in almost all aspects.

As for the development of attention in adolescence, the amount of attention, the ability to maintain its intensity for a long time and move from one subject to

another are at a given age at a very high level of development. However, the attention becomes selective, significantly dependent on the direction of interests.

Another feature of the development of the cognitive sphere in adolescence is that the mental growth of high school students is not so much in the accumulation of skills and changes in certain properties of intelligence, as in the formation of individual style of mental activity. The style of thinking is largely determined by the type of nervous system, as well as the student's ability to balance their individuality with the objective, external conditions of activity. All that has been said above indicates the need for an individual approach to learning that stimulates the independence and creativity of students.

Key words: *speech, communication skills, text, approach, educational environment.*

Teaching oral and written practice is designed to prepare students for intercultural dialogue. That is why the teaching of oral speech, both dialogic and monologue, is so important. One of the most effective methods of learning to speak is text-based learning. Using text as a basis allows you to solve many problems that may arise when learning this type of language activity. Thus, a competent selection of texts for reading can provide not only to fill certain gaps in the information plan, but also the necessary set of speech and language tools on the issue under discussion. «Authentic texts of different genres provide good linguistic and speech support, a model to follow, a basis for compiling their own language expressions on the model» (Гальскова, 2003: 175)]. The above reasons give relevance to issues related to learning to speak a foreign language on the basis of the text.

The purpose of the work is to reveal all the richness of possibilities of applying the method of teaching speaking in practice. The work is aimed at solving the following tasks: 1) to consider theoretical issues related to the teaching of foreign language speaking on the basis of the text; 2) to analyze the possibilities of practical application of the method.

The urgency of the work is due, on the one hand, to the great interest in the topic of great interest and importance of this topic in the learning process in schools, as well as its insufficient coverage in the scientific literature.

Tasks. Identify the features of high school students learning to speak using texts in English lessons in schools;

Methods: observation, conversation, critical analysis of special literature. **Subject** of research: the process of learning English.

Object of research: text as a means of teaching English.

To solve these problems, we analyzed the information presented in textbooks on methods of teaching foreign languages by V. Filatova, G. Rogova, F. Rabinovych, etc.

The results and discussions. The theoretical significance of the study is to clarify the importance of the use of texts in teaching English, substantiation of the principles and content of teaching a foreign written language as a special phenomenon.

Learning dialogue based on a deductive approach has four stages. The first stage – the perception of dialogue (by ear, and then with graphic support) in order to generally understand the semantic content, identify actors and their positions. The second stage is analytical, which involves identifying and «assigning» the features of a particular dialogue: clichés, appeals, elliptical sentences, modal words and exclamations. Next is the reproduction of the dialogue in the roles of the choir behind the teacher and in pairs, stimulating dialogic communication on the basis of a similar but new situation by identifying variable elements, their equivalent replacement, reproduction of the modified dialogue.

Learning a monologue with this approach includes three stages. The task of the first – the maximum «assignment» of a meaningful plan of the text, its language material and composition. This is facilitated by tasks aimed at extracting information from different levels of the text: answering questions, drawing up a plan, selecting keywords for each item of the plan, writing the main sentences of each paragraph, etc. The second stage involves various translations of the source text: first close to the text, then on behalf of various actors. The third stage contains a complete reworking of the source text, because it involves the communicative-verbal reaction of the student to changes in the initial situational conditions. The newly created text-monologue is characterized by motivation, communicativeness, personal coloring and under the condition of relative independence and creativity can be considered as the actual language of the student of the productive level.

It is obvious that in the deductive approach the text acquires special significance as a basis for learning to speak.

To begin with, let's answer the question, what is a text. NS Valgina offers the following definition: the text is a unified in content sequence of language units, the main properties of which are coherence and integrity (Valhyna, 2003). It should be noted that the correctness of the perception of the text is provided not only by language and graphics. and means, but also the general fund of knowledge, in other words «communicative background» on which text creation and its decoding is carried out, therefore perception is connected with a presupposition. Presupposition is a component of the meaning of the text, which is not expressed verbally, it is prior knowledge that allows to adequately perceive the text. Such prior knowledge is called background knowledge. From the above thesis we can draw two conclusions: first, the text as a message is always formally fragmentary, but in fact complete, due to the presence of common (background) knowledge of the recipient and sender of the message.

The second conclusion is methodical and emphasizes the importance of the socio-cultural component in teaching a foreign language, because the correct perception of a foreign text is impossible without knowledge of certain realities and culture of the country of the language being studied.

It is obvious that researchers distinguish different types and types of texts. Thus, according to the form of reproduction, the text can be written or

oral. In the section on teaching speech, we have already mentioned such types of text as monologue and dialogue. Of particular importance for text theory is the division of texts into artistic and non-artistic. The following are the main differences between these types of text.

Non-artistic text / Artistic text.

- direct connection between communication and human life
- lack of such a connection
- explicitly, no subtext
- implicitness, the presence of subtext
- lack of aesthetic function
- the presence of an aesthetic function
- setting for unambiguous perception
- setting on the ambiguity of perception
- installation to reflect reality
- possible models of reality are consciously constructed

The existence of such different types of texts creates the need to use different types of texts when learning a foreign language. This need is reflected in modern program requirements for educational texts [Halskova, 2003]. Thus, the texts proposed in the educational process must meet the communicative and cognitive interests and needs of students, meet the degree of complexity of their language and language experience in native and foreign languages, contain interesting information for students of all ages. In general, the text should be perceived by the student as a «carrier» not of linguistic but of meaningful information.

This diversity is due to the fact that any text in some way affects the reader. Thus, some texts (non-artistic) give new information, and others (artistic) affect the feelings and thoughts of the reader. According to N. Galskova, this fact emphasizes the importance of addressing the substantive aspects used in the educational process of texts.

The texts offered to students at each stage of learning should reflect their communicative function in communication. With the help of their content, students should create an objective image of the country being studied and form an idea of various aspects of life of their foreign peers.

Selection of texts.

L. Komarov argues that the most successful is the reading of those texts, the information of which has a personally significant meaning for students. That is why, according to the author of the article, the selection of texts deserves the most careful attention. One of the most important requirements for texts is problematic. Only the problematic text is able to motivate the transmission of semantic information in oral speech, carried out on the basis of reading. Needless to say, the problems contained in the text should be close to the student, not the teacher.

L. Komarov also draws attention to the requirement of authenticity. In her opinion, the authentic text has many features that can and should be used as a basis for the development of skills of both monologue and dialogic speech. The most important of them:

- the presence of language material borrowed from real communicative practice;
- strong motivational impulse, motivation for further exchange of impressions;
- information from the authentic text is perceived by students as more reliable and interesting.

It is obvious that learning a foreign language in general and speaking a foreign language in particular is most effective if in the learning process students have the opportunity to choose material «according to their interests, as well as age and individual psychological characteristics» (Valhyna, 2003: 19). To achieve this goal, according to L Komarova, you can conditionally divide students into groups according to their psychological characteristics and level of education. The author of the article considers it expedient to focus on four groups of students, namely:

- 1) students who easily come into contact with others and have a high level of education;
- 2) students who are not friendly enough and who have an average level of education;
- 3) non-communicative students with a low level of education;
- 4) students who easily come into contact with others and have a low level of education.

Conclusion. Summarizing all that has been said above, it is necessary to emphasize the leading role of motivation in the learning process in general and learning a foreign language in particular. To create and maintain motivation should take into account, first of all, the age characteristics of students, because at each stage of development, some types of motivation become leading, and others do not play a significant role. The state standard on foreign languages is made taking into account age features, contains requirements to the level of knowledge of a foreign language, which differ depending on the type of school and stage of study. Reading, as well as speaking, writing, listening, is the main type of learning - speaking activities in learning foreign languages. Nowadays, there is a reduced interest in reading in students, they do not like to read. And here it is very important for the teacher to develop the right strategy for the curiosity and interest of the reading process in foreign language lessons.

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АНОТАЦІЯ

У статті розглянуто теоретичні питання навчання говорінню на основі тексту, і зроблено спробу розкрити можливості практичного застосування цієї методики. У результаті наголошено на тому, що такий шлях навчання усного мовлення (як діалогічного, так і монологічного) має низку переваг. Використання тексту дає можливість зробити освітній процес цікавим і сприяє підвищенню мотивації. У той же час для отримання хороших результатів робота над текстом має бути грамотно організована.

Пильна увага повинна бути приділена відбору текстів з урахуванням вікових та індивідуальних особливостей учнів. Дотримання цих вимог дозволяє подолати недоліки системи вправ, представлені в підручнику. При організації роботи на старшому етапі слід давати учням можливість проявити свою індивідуальність у процесі виконання творчих завдань. Запропонований нами набір завдань робить можливим виконання вимог, що пред'являються до рівня розвитку умінь усного мовлення на старшому етапі.

Разом з тим користь від включення творчо-орієнтованих завдань на говоріння важко переоцінити, бо учні не тільки засвоюють новий лексичний матеріал і у них формуються фонетичні навички, ще й «занурюються» в мовленнєве середовище. Завдяки таким завданням на уроках створюється сприятливий психологічний клімат, знижується психологічне навантаження, підвищується емоційний тонус.

Як показала практика, завдання з навчання говорінню – одне з найбільш ефективних засобів підвищення рівня володіння мови учнями практично у всіх аспектах. Що стосується розвитку уваги в юнацькому віці, то її обсяг, здатність довго зберігати інтенсивність і переходити з одного предмета на інший знаходяться на вельми високому рівні розвитку. Увага стає вибірковою, істотно залежить від спрямованості інтересів.

Ще однією особливістю розвитку когнітивної сфери в юнацькому віці є те, що розумове зростання старшокласника полягає не тільки в накопиченні умінь і зміні окремих властивостей інтелекту, скільки у формуванні індивідуального стилю розумової діяльності. Стиль мислення значною мірою визначається типом нервової системи, а також умінням учня зрівноважувати свою індивідуальність з предметними, зовнішніми умовами діяльності. Усе це свідчить про необхідність індивідуального підходу в навчанні, який стимулює самостійність і творчість учнів.

Ключові слова: мовлення, комунікативні навички, текст, підхід, освітнє середовище.