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CREATION AND USAGE OF A SPEECH SITUATION FOR SPEECH ACTIVIZATION IN SENIOR CLASSES

The English language is being one of the pivotal disciplines at secondary school which provides multifarious opportunities for learners. The main aim of teaching a foreign language is to train learners at speech activities and prepare them to enter any communication.

The problem is that creation of conditions closer to real communication is still kept in the centre of foreign language teaching methodology for teaching oral speech of learners. Namely, the creation and use of a speech situation underlines the significance of real communication including conditions and circumstances which induce learners' speech act. Moreover, speech situations identify program, content and formation of speakers' utterance.

At school the teachers face with learners lacking of functional ability, that is, although acquiring language material perfectly, learners make an amount of mistakes while they express their thoughts. In order to solve such issues it is necessary to activate both training at language material and practicing at oral speech. According to Lapidus, a prominent Russian methodologist who speculated upon how to teach for oral foreign language speech has found that learners' speech is activated effectively integrating training to using language forms with the practice at oral speech. In such case, we regard to design and apply speech situation to stimulate speech of learners because it provides psychological and linguistic optimization for learners to speak freely in foreign language.

Keywords: speech activity, speech situation, communicative situation, monologue and dialogue speech, the lingo-didactic aspect.

Introduction

Education system of Kazakhstan is currently undergoing profound changes that are associated with rapid changes in the globe in order to prepare learners for XXI century. One of them is presented in the field of secondary education, teaching in a new format through application of Cambridge method that underlines pivotal questions for teacher how to teach students learning XXI century's skills and for students how to learn acquiring knowledge. Generally, this method is based on increasing learners' self-exploration knowledge and utilizing it in real life time.[1,101] In other words, manipulation of functional capability is highly concentrated on constructive learning, because «our learners were not able to apply their acquired knowledge at International competitions» [2, p. 99].

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There is a problem that creation conditions closer to real communication is still kept in the center of foreign language teaching methodology for teaching oral speech of learners. Namely, the creation and use of speech situation underlines the significance of real communication including conditions and circumstances which induce learners' speech act. Moreover, speech situations identify program, content and formation of speakers' utterance.

At school the teachers face with learners lacking of functional ability, that is, although acquiring language material perfectly, learners make amount of mistakes while they express their thoughts. In order to solve such issues it is necessary to activate both training at language material and practicing at oral speech. According to Lapidus, a prominent Russian methodologist who speculated upon how to teach for oral foreign language speech has found that learners' speech is activated effectively integrating training to using language forms with the practice at oral speech. In such case, we regard to design and apply speech situation to stimulate speech of learners because it provides psychological and linguistic optimization for learners to speak freely in foreign language.

Nowadays it is acknowledged that in order to teach oral speech effectively, it is necessary to create conditions which intrigue learners easily without insisting them to produce foreign language speech. Due to this aim, speech situation are used to create conditions for activation speech of learners [3, p. 10].

The aim of research work is to study the use of speech situations for activation of speech senior classes.

The objectives of research work. We have set certain objectives in order to achieve purpose of our research:

• to study characteristics of speech situations for activation speech of learners;

• to clarify conditions of speech situation for activation speech of senior classes;

• to edit study guide of collection speech situations for senior classes.

The object of research work is the speech situations for stimulating speech of senior classes.

Scientific novelty of research work lies in the fact that the theoretical and practical analysis about effectiveness creation and usage speech situation are carried out, the model of communicative speech situation by Kuznetsova is determined as the creation and use speech situation method for activation speech of learners.

Speech situations are the basic units of speech activity. Its main purpose is to provide students with the birth of the production of individual speech in the course of specially organized activities. Speech situation arises spontaneously or organized by teacher and it is necessary to be resolved through speech activity of participants because development of speech activity of students requires the creation of special speech situations. They are not separated and used to contribute effective improvements for all activities which are included in the learning process.

A. A. Leontief identified that any situation is the aggregate of condition for verbal and non verbal activity as well as necessary and adequate for performing speech activity designed in the plan. Moreover, «They are conditioned situations in which present utterance is realized because they are foundation of verbal communication and present not only their set of verbal and non-verbal conditions but also necessary and appropriate conditions for speech activity» [10, p. 250].

Materials and methods

Communicative speech includes motives to oral speech activity which is crucial to be induced by speech situation. Thus, set of external and internal motivations cause communicative speech activity of human. So that in learning process it is important to meet communicative needs of students. In this connection, it is obvious for teacher to create situations that encourage the emergence of those needs at the lesson. Pochechnyaya has emphasized that «teacher should organize such subject activities that are meaningful and worthy catching attention of students. Beside it, individual oriented learning considers to meet learners' interest» [5, 27].

Golushkin has identified that there is a system for interrelation of communicants in communicative speech situation and due to its reflection to consciousness generate and nourish personal need to purposeful oral speech activity. Golushkin has found that speech reaction is sparked by both imagination and sentences (for instance «What would you do if…») However, verbal impetus should be natural and it is dealt with real conditions of intercourse.

Golushkin has clarified two types of communicative speech situations which are used to optimize acquiring foreign language speech activity.

Natural communicative speech situation arises permanently in the procedure of acquiring oral speech activity. For example: the situation such dealt with provision learning process with audio visual aids and a relationship between learners.

Secondly, learning communicative speech situations are artificially modeled aiming at to enhance motivations of speech activity in the learning process. «Learning communicative speech activity serves as a condition for optimization foreign language speech activity and characterizes following features.

1 Speech situation is presented in the life while learning communicative speech situation are imaginary.

2 Circumstances for activity performed as exhausted for certain speech reaction in the concrete life condition, but it should be defeated in the learning process.

3 Natural speech is derived from verbal impetus in the learning conditions.

4 Characteristics and direction of human reaction to life conditional situation is predetermined whereas reactions of learners to the situation are appeared more emotional because natural speech includes with gestures, mimics and action. However, conditions to imitated and trigger emotional reactions provide difficulties act because it does not exist the reaction of learner to expressed at non-verbal activities for developing foreign language speech.

5 Natural situations and its reactions are unrepeated so that they are unique then communicative speech might act out many time in the learning process. Thus, there appeared the difference between natural and learning speech situations» [11, p. 80].

Speech situations are designed in the relation of people. Among the factors that define the most common interrelations are highlighted in the social status of a person and his role as the subject of communication activity performed by moral criteria. On this basis, E. I. Passov and A. M. Stoyanovski have identified four types of interrelations such social status interrelations, role interrelations, activity interrelations and moral interrelations. Since human relationships present an integrative unity, any type of interrelation has a synthetic character [5, p. 35]. Depending on this type of interrelation is dominant for distinguishing following synthetic characteristics:

- situations in social status interrelations (students performs as representatives of seasoned professional groups: engineer, economist, lawyer, age groups: students, pensioners and etc.)

- situation in role interrelations (students are included in communicative situation while solving communication problems which aroused in the course

of business meetings (supplier, competitor, client), interviews (journalist, writer, actor, passer), appeals to different people, orientation in an unfamiliar city)

- Situation for joint activities (students engaged in certain activities that are educational, show pleasing (lessons in circles, competitions, art, producing newsletters, debate about fashion design school)

- Situation in moral interrelations (relations that permeate all spheres of life, moral problems continually manifested in the actions of people, implicitly included in different types of situations and relationship)

To create such situations of speech communication at the lesson, objective and subjective components of communication perform as constitutive factors for generating and actualizing interrelations and the subject of interrelations [9, p. 8].

Communicative tasks plays important role in the structure of learning speech situations. The tasks including its goal for thinking activity interrelate with given conditions. Intention of thoughts in the communicative tasks might align with purpose of conversation. Regarding communicative tasks as purpose of conversation that are given by particular conditions, I.L. Bim have highlighted four basic functions of communicative tasks such as informing, motivating, expressing opinions and establishing contact [5, p. 52].

B. A. Malachova has stated influence of formulating of imperative tasks for senior classes to formation and formulation intention. Formulation of non-imperative part of task (for example «write», «tell» etc) provides evidence orientation to integrated reflection not only objective but also casual connection. Learners of senior classes oriented on imperative at the beginning then on non-imperative part of tasks. Speech utterance of senior classes characterizes the growth in comparison with teenage age, complexity of thoughts increased teenage age to senior classes [18, p. 183].

According to B. A. Stalkin «dialogue speech is united communicative motives with combination of oral expression, successively generated spontaneous speech act» [11, p. 58].

Teaching by means of dialogue is taken into account followings:

1. Choices of situations make interesting and useful auditory; 2. Relation of situation to early learnt lexis; 3. Credence in the auditory in benevolence condition; 4 Collegial consultation role of teacher; 5. Identifications of roles with accordance students' desire.

«Accepting given role, it helps not only for expressing verbal communication but also predicting actions of hero. By doing so, future career skills of learners are formulated» [11, p. 60].

Aiming at analyzing the use of speech situations for activation of speech senior classes pedagogical observation, pedagogical experiment, questionnaire

and interview as well as theoretical research such as analyzing, synthesizing, classifying and generalizing were used.

The research materials were the scientific reasonable and theoretical positions, relating to the exploration of characteristics of speech situation. The main criteria of analyzed fragments of effectiveness creation and use of speech situation for stimulating speech are offered by the Russian researchers L. L. Pochechnya and A. A. Golushkin who have considered that speech situations are teaching technique activating and optimizing speech act of learners.

In the frame of the theory of activization is based on the proposed by Kazakh and Russian researchers. Niyazova A. E. has considered not only practical using learning speech situation for motivation oral speeches but also requirements of speech situation for creation monologue and dialogue speech of learners. Lapidus A. V. has studied theoretical background of activization.

Results and discussion

Completing set objectives of the research, we have got our aims. Speech situation is regarded as didactical principle and teaching technique which stimulates thinking ability of learners, usage of grammar accurately and topical vocabulary appropriately in the flow of the speech. Regarding characteristics of speech situation for activation speech of learners, we have studied lingo-didactic aspect and psychological aspect of speech situation. Furthermore, to clarify the condition of creating speech situation, we have found out the model of communicative situation of Kuznetsova. In addition, activating speech of senior classes we have compiled study guide for teachers the collection of speech situation. Our research consisted of two parts such as theoretical background of speech situations as an effective teaching technique for activations speech of senior classes and practical usage of speech situation for activation speech of learners.

Scrutinizing the work of Lapidus, Kuznetsova, Niyazova A. E., Pochechnyaya, Gulushkin we have come into following consideration:

Speech situation is as main unit of speech activity which activates thinking ability of learners, usage of grammar accurately and topical vocabulary appropriately in the flow of the speech

Speech situations design psychological conditions to optimize and to stimulate learners monologue and dialogue speech.

Modern didactic aspect of speech situation regards many functions such as:

– Adopt language material to practice oral speech;

– Initially producing speech act in the communication.

Speech situations encompass external, internal and content side of communication.

Furthermore, to implement activation speech of learners through speech situation requires to regard learners characteristics such as:

- To generate internal and external motivations of learners to perform speech act.

- To construct variety situations for real communication.

- To modify attitude of learners to the topic of the speech

- To consider degrees of complexities for certain pupil depending on their experiences, interest and mind of set.

Practically, we have used the model of communicative situation for teaching speech of senior classes at NIS and secondary school № 25. The outcome of using the model of communicative situation for activating 9 grade learners of NIS was relevantly effective to stimulate academic English. The number of replicas increased from 12 to 15.

We have conducted overall ten lessons for activating monologue and dialogue speech of senior classes 10 grades № 1 par 25 in the city Aktobe. The rewarding outcomes were analyzed at our practical part. Creation and using speech situation motivates learners to produce individual speech throughout ten lessons. Furthermore, speech situations stimulated learners thinking ability of learners, usage of grammar accurately and topical vocabulary appropriately in the flow of the speech. The number of replicas in monologue speech increased from 7–8 to 14–15 and dialogue speech increased from 5–6 to 10–12 replicas.

As a result, particular challenges of teachers such as students standing in silence and inaccurate using grammar in the speech could be solved by creating and using speech situation. Moreover, foreign language teacher might improve foreign language speech and thinking skills of senior classes respectively using speech situations, contribute their professional-career oriented development of learners who are at the age of career choice through creating critical thinking on their future career.

In addition, regarding the psychological conditions, we have compiled the collection speech situation for teaching monologue and dialogue speech of senior classes. According to the obtained consequences we have contributed our benefits for activation speech of learners.

Conclusions

In the present senior thesis we have studied speech situations to solve teaching issues activating speech of senior classes in the process of teaching foreign language. Scrutinizing methodological, pedagogical, psychological literatures enable us to disclose the essence of activization speech of learners.

Analyzing the theory creation and use speech situation for activization speech of learners and practically utilizing them we have come into following considerations:

Foremost, speech situation is an active form of teaching oral speech. While activating speech of learners in the lesson, all learners are included to complete the

speech task. Learners work actively in pairs and in a group to learn making oral speech. They discuss speech task, share their ideas and justify their judgments.

Secondly, regarding speech situations as effective teaching technique to activate speech of learners, it coincides with student centered teaching method. Learners disclose subject matter by them and explore knowledge thinking, justifying opinions completing speech tasks of speech situations. Hence, learners increase functional abilities as they utilize their knowledge throughout completing the speech task. Moreover, student centered teaching method reveals the primary aim of constructive learning which is implemented in the secondary school system. Thus, using speech situation accelerates implementing constructive learning in English discipline at school.

Furthermore, speech situations realize using individual differentiated approach to teach oral speech of learners. For instance, there are more complicated tasks in the speech situations for more able learners such as problem solving, justifying, evaluating etc. While more straightforward tasks such as comparing advantages and disadvantages, giving message etc are given to less able learners. This leads all students to feel personal fulfillment being able to speak in foreign language.

Ultimately, speech situations create optimized conditions to learners to make individual speech. Usage of language forms such as grammar, vocabulary and pronunciation are formulated and reinforced during implementing activization speaking of learners by realizing stages of model of communicative situation. At the first stage presenting speech pattern, learners are focused on defining subject matter of conversation and memorizing logical coherence of the message. When learners are asked questions who, when or where and true or false, teachers are able to control learners comprehension general and specific details of the speech message. At the third stage preparing for uttering, learners begin to practice speaking between each other. At the next stage, learners speak to familiar situation. Teachers create the analogical speech situation to make monologue and dialogue speech. Learners are given time 1–3 minutes to prepare for utterance. Free-speaking stage, learners are encouraged to share opinions and justify their judgment.

Speech situation performs motivational aspect of the content teaching foreign language and drives forces for creation, encouragement and enhancement of learners' speech act.

Hence, speech situation stimulates the birth and development of communicative-cognitive needs of senior classes to utter thoughts in foreign language.

Speech situations in the learning process encompass learners in the realization speech activity and act as a method of teaching to set the speech task. This aspect of speech situation leads learners to organize utterance in English language as

well as to set objectives of utterance and select lexica-grammar means and to utter logically coherently.

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ЖОҒАРЫ СЫНЫПТАРДА СӨЙЛЕУДІ БЕЛСЕНДІРУ ҮШІН СӨЙЛЕУ ЖАҒДАЙЫН ҚҰРУ ЖӘНЕ ПАЙДАЛАНУ

Ағылшын тілі жалпы білім беретін мектепте оқушыларға жан-жақты мүмкіндіктер беретін негізгі пәндердің бірі болып

табылады. Шетел тілін оқытудың негізгі мақсаты – оқушыларды сөйлеу әрекетіне дағдыландыру және кез келген қарым-қатынасқа түсуге дайындау. Шет тілін оқыту әдістемесінің орталығында нақты қарым-қатынасқа жақын жағдай жасау әлі де болса оқушылардың ауызша сөйлеуіне үйрету мәселесі бар. Атап айтқанда, сөйлеу жағдаяттарын жасау және пайдалану нақты қарым-қатынастың маңыздылығын, соның ішінде оқушылардың сөйлеу әрекетін тудыратын жағдайлар мен жағдайларды көрсетеді. Сонымен қатар сөйлеу жағдаяттары сөйлеушілердің сөйлеуінің бағдарламасын, мазмұнын және қалыптасуын анықтайды. Мектепте мұғалімдердің функционалдық қабілеті жоқ оқушылармен бетпе-бет келеді, яғни тілдік материалды жетік меңгергенімен, оқушылар өз ойын жеткізуде көптеген қателіктер жібереді. Мұндай мәселелерді шешу үшін тілдік материалды оқытуды да, ауызша сөйлеуге жаттықтыруды да белсендіру қажет. Шетел тілінде ауызша сөйлеуді қалай үйрету керектігі туралы ой қозғаған көрнекті ресейлік әдіскер Лапидустың пікірінше, оқушылардың сөйлеуі ауызша сөйлеу тәжірибесімен тілдік формаларды қолдануға оқытуды тиімді біріктіре отырып белсендірілгенін анықтады. Мұндай жағдайда біз оқушылардың сөйлеуін ынталандыру үшін сөйлеу жағдаяттарын құрастыру және қолдануды қарастырамыз, өйткені ол оқушылардың шет тілінде еркін сөйлеуіне психологиялық және лингвистикалық оңтайландыруды қамтамасыз етеді. Зерттеудің өзектілігі сөйлеу жағдаяттары арқылы жоғары сыныптардың сөйлеу әрекетін белсендіруге негізделген. Ең алдымен, ауызша шет тілінде сөйлеу әрекетін жақсартуға арналған сабақтарда жоғары сынып оқушыларының «үндемеу» жағдайында мұғалімдер іс жүзінде қиындықтарға тап болды.

Кілтті сөздер: сөйлеу әрекеті, сөйлеу жағдаяттары, коммуникативті жағдаят, монологтық және диалогтық сөйлеу, лингводидактикалық аспект.

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СОЗДАНИЕ И ИСПОЛЬЗОВАНИЕ РЕЧЕВОЙ СИТУАЦИИ ДЛЯ РЕЧЕВОЙ АКТИВИЗАЦИИ В СТАРШИХ КЛАССАХ

Английский язык является одним из основных предметов в средней школе, который предоставляет учащимся разнообразные возможности. Основной целью обучения иностранному языку является обучение учащихся речевой деятельности и подготовка их к вступлению в любое общение. Проблема заключается в том, что создание условий, приближенных к реальному общению, до сих пор остается в центре методики обучения иностранному языку для обучения устной речи обучающихся. Именно создание и использование речевой ситуации подчеркивает значимость реального общения, в том числе условий и обстоятельств, побуждающих обучающихся к речевому акту. Кроме того, речевые ситуации определяют программу, содержание и построение высказывания говорящего. В школе учителя сталкиваются с отсутствием у учащихся функциональных способностей, то есть, хотя в совершенстве усваивая языковой материал, учащиеся допускают множество ошибок при выражении своих мыслей. Для решения таких задач необходимо активизировать как обучение языковому материалу, так и отработку устной речи. По словам Лапидуса, известного российского методиста, который размышлял о том, как обучать устной иноязычной речи, обнаружил, что речь учащихся эффективно активизируется при интеграции обучения использованию языковых форм с практикой устной речи. В таком случае мы рассматриваем разработку и применение речевой ситуации для стимулирования речи учащихся, поскольку она обеспечивает психологическую и лингвистическую оптимизацию для учащихся, чтобы они могли свободно говорить на иностранном языке. Актуальность исследования обусловлена тем, как через речевые ситуации активизировать речевую деятельность старшеклассников. В первую очередь практически учителя сталкивались с проблемой стояния учащихся старших классов в «молчании» на уроках, посвященных совершенствованию устной иноязычной речевой деятельности.

Ключевые слова: речевая деятельность, речевая ситуация, коммуникативная ситуация, монологическая и диалогическая речь, лингводидактический аспект.