

- Секция 1. Язык и литературное наследие как факторы формирования информационной культуры личности

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**TECHNIQUES FOR DEVELOPING THE SKILLS OF
UNPREPARED SPEECH (DILEMMA, DISCUSSION,
COMPILATION OF A STORY, INTERVIEW, ROLE PLAY)**

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This article deals with different forms of developing the ability to easily communicate in a foreign language in real life situations and shows the ways of reaching this goal and forming a communication and speech skill, to eliminate the difficulty in the realization of speech intention and the language barrier in the process of real communication.

Key words: communication and speech skill, dilemma, discussion, the language barrier

Obviously, one of the indicators of the quality of language proficiency is the ability to easily communicate in a foreign language in real life situations. In this regard, one of the important points is the development of students necessary and sufficient for communicating with native speakers of the language skills of unprepared oral speech. For the full implementation of this goal, adequate techniques and teaching methods are needed, the search for which does not stop either in domestic or foreign methods. Unconsciousness, complete automaticity, compliance with the norm of language, normal pace of execution, stability - all this is a characteristic of a speech skill and is achieved through certain tasks and exercises. However, this skill is not enough for full communication with native speakers in practice. To do this, it is necessary to form a communication and speech skill, that is, to choose the right style of speech, subordinate the form of speech expression to the tasks of communication, and use the most effective language means.

Speech skills are stereotyped by nature, in contrast to which communication and speech skills have a creative character, since in different life situations that are never repeated, you have to re-look for language means. Therefore, the techniques for teaching speech skills should be extremely different from the techniques for teaching communication and speech skills.

The concept of «communication event» is much broader than the concept of «communication exercise.» A distinctive feature of communication events is the communicative freedom of students and the ability

to independently realize their creative potential. In this process, students realize themselves in a communicative way as linguistically interesting personalities.

The effect of these events is that communicators - students - are placed in conditions under which they are forced to communicate and exchange opinions on the topic set by the teacher here and now.

The success of communication events is greatly influenced by two interrelated factors: interest in the topic and the maximum involvement of students in its active discussion. Creating an environment of intellectual tension in combination with an environment of psychological comfort gives the lesson the greatest efficiency. One of the important conditions is the correct division of the class into groups and pairs, as well as the choice of an error correction method.

Since the greatest difficulty is the realization of speech intention when communicating with a native speaker, communication activities help to overcome these difficulties. In the classroom, students speak by analogy or under the influence of a teacher, however, in a situation of communication between students and native speakers, the student's speech intention is most often blocked or takes on an unnatural form.

What is the starting point for communication events? These are real life situations. To solve this problem, you should use in the learning process those techniques that provide real communication in the learning environment: solving problem tasks, discussions, role-playing games, etc.

These methodological techniques within the framework of communication activities are filled with new content, since the same event or information can be used for various events, depending on the linguistic readiness of the group and various circumstances.

Prevention of the language barrier in the process of real communication is the use of communication activities in the lesson. A necessary point is the complete exclusion of the native language during the lesson. It should be noted the competitive nature of communication activities, which contributes to the communicative orientation of classes and with the help of which the teacher easily stimulates students to speak unprepared. It is advisable to write out the interactive phrases necessary in each communication situation on the board and draw the attention of students to them before the event. The teacher must clearly think over the plan for the event, provide for the time of the event, predict possible difficulties. All this is necessary for students to clearly understand their

task and avoid confusion. The communication event plan includes the following stages.

1. Introduction to the topic of the event, i.e. looking at the picture related to the topic, the teacher's story and focusing on the necessary vocabulary.

2. Organization of the class and instruction, i.e. division of the class into groups or pairs, distribution of material, instructions, verification of understanding of the task.

3. The beginning of the event and its development includes listening to the teacher and recording students' mistakes, without intruding into the conversation. The solution in this situation is found in a communicative way.

4. The end of the event occurs by tactfully stopping the process of communication by the teacher.

5. Discussion and evaluation of the event includes work on errors. Problem tasks are the easiest for communication activities. Their goal is to train a brief statement of their opinion, request information, compare, agree or refute the approval of other participants in the event.

Problem tasks can be various charades, puzzles, games with guessing elements, guessing an object according to its description. An example of a problem task can also be the preparation by students of a detailed instruction for a simple action: Give instructions how to... • make a cup of coffee/tea... • boil an egg/potatoes... • make a fruit/tomato salad... • put on jeans/pyjamas... • ride a horse/bike...

After completing the task, students exchange instructions. Everyone's task is to find omissions and supplement the instructions. For example, to the recipe for making pudding: Preheat the oven, butter a pie dish, put the milk and rice, stir in the sugar, add a few flakes of butter and nutmeg and place the dish in the oven, bake until the pudding is thick and creamy. Partner may add: Wash and drain the rice in cold water. The winner is the one whose instruction turns out to be the most complete.

Some types of interviews are also related to this type of communication events. For example, a class is divided into groups of 3. The first student is an interviewer, the second is an interviewee, but he does not answer, but carefully listens to the fact that instead the third answers on his behalf, guessing the likely, from his point of view, answers. Only at the end of the interview does the second participant report what was true and what was not. Participants then swap roles. Thus, substitution

communication situations are created that ensure the development of improvised unprepared speech in a foreign language.

The discussion is more complex and students must have some linguistic experience to conduct it, as well as the ability to formulate, argue and defend their point of view and, indeed, to produce a more common statement than in problematic tasks.

Sometimes discussions arise spontaneously, but this is usually a pre-prepared debate where both sides prepare and present their point of view. The use of this technique by the teacher helps students reach the correct and necessary conclusions.

With the help of discussion, it is possible to solve large educational problems in foreign language lessons. The incentive for generating unprepared speech is the desire to react, argue, argue on a topic of interest. Discussions can be attributed to the most productive types of communication activities.

It is difficult to involve everyone in the discussion, since not everyone can say something extraordinary or new, but everyone can listen carefully and express their agreement or disagreement with what was said before him.

Engaging students in a discussion about something is the easiest way to organize a discussion. Anything can become a topic for discussion: the degree of prestige of professions, the degree of usefulness of construction projects, etc.

The work should be constructed as follows:

- in a limited time, the student considers and makes his own decision;
- in pair work there is an exchange of views and options;
- 2 pairs take part in the discussion;
- discussion by the whole group.

Many discussions are stimuli for further written or oral work, such as writing essays or composing dialogue. It is easy to organize a discussion on the read text, if its topic is successfully selected by the teacher and is interesting to students. As an example, we can offer a communication event «Famous Personalities,» the purpose of which is to teach comparison, argumentation, and defending one's point of view.

An example of a dilemma is the dilemma system developed by Kohlberg. His theory of educational strategies and hypothetical moral dilemmas offer opportunities for precise material that can be used by

both adults and children. They are hypothetical problems that present a conflict between rights, obligations and needs of a hypothetical nature. These characters are faced with a situation that a student is asked to resolve. Each dilemma usually requires two classes. To pose a dilemma, it is better to arrange the chairs in a semicircle with a teacher in the middle. This arrangement allows everyone to communicate face to face. Usually the dilemma is read twice with normal intonation. The first step after reading is to recognize, find out, establish a dilemma. Having done so, students must clearly define their views on the dilemma. This discussion almost always turns into a warm-up exercise. The teacher can use this as an opportunity to create a positive atmosphere in the classroom. This is the case when students have the opportunity to express their thoughts in the classroom and they will be listened to without fear of any criticism. It may also be the first opportunity for students to reflect on issues they have heard about but not seriously considered.

The second step is reading the first part of the first question to students and dividing students into groups according to their answers, which helps them feel comfortable, as it is easier to work in small groups. Each group discusses and records answers to dilemma questions. During this discussion, groups often return to the native language, indicating that students are enjoying themselves, and they contribute their own knowledge and experience by personifying the assignment. They are then asked to formulate and write down their arguments in English. The task of the teacher is to promote their work and progress towards the goal. This work usually takes one hour. The next hour is devoted to discussion, during which the teacher tries to ensure equal participation among the group members and help students gain confidence in expressing and evaluating their answers. During this process, the teacher tries to support students in finding their own perspective along with the perspectives of other participants in the dilemma as a prerequisite for the development of moral thinking, and also asks abstract philosophical questions.

The use of these dilemmas leads to clashes, which are the center of discussion, stimulate discussion between participants, favoring the development of students' skills in discussion, communication, listening and asking questions. Students try to overcome linguistic obstacles with enthusiasm, because fluent speech uses all linguistic moments and lesson-communication is a vital way of communication, and not some artificial tedious occupation.

The compilation of a story stimulates students to a coherent statement, activates the use of not only individual structures and expressions that are currently being worked on, but also a large amount of related material. Therefore, this type of work is useful for repeating the previously learned material. The purpose of this event is the use and interaction of all elements of the language, the development of fluency – the ability to reveal this topic, improvise.

The starting mail for creating a story is the sentences or words given by the teacher, plots that can be prompted by a picture, watching a movie, etc. It is necessary that students are familiar with the topic on which the upcoming story will be based. This event is convenient to hold in pairs or small groups so that everyone can speak.

An example of these activities would be:

- a story about a watched film (book read) and a recommendation to watch (read) it;
- description of appearance, which should be as common and accurate as possible so that you can guess who we are talking about;
- come up with your own version of the end of the story (the young man leaves home due to disagreements with his parents regarding the choice of profession).

Role-playing is an effective way to engage students in communication. Their goal is to create an atmosphere of the world in the classroom for the use of vocabulary, the use of which in another situation is impossible, artificial and uninteresting. There are two options for role-playing games:

- the student is offered the role of another person;
- the student portrays himself/herself in a certain situation. For a role-playing game in the classroom, a psychologically comfortable environment is needed.

Role-playing games can be of various kinds, but before holding events, the teacher needs to make sure that the students understand the idea. Pupil it takes time to master roles and think about your actions. Recordings are allowed, but improvisation rather than prepared reading is encouraged during the performance.

In conclusion, when conducting such events, the teacher must be patient and exercise control unnoticed by students so that they can feel independent, make efforts to fulfill both linguistic and situational problems and prove to be an interesting interlocutor.

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During the communication events, the following points should be noted:

- the teacher introduces students to the topic of the event, poses problematic questions and tasks, organizes group participants;
- students discuss tasks, come to their own conclusions;
- the teacher summarizes the results, the final stage of the conversation is carried out;
- summarizing and analyzing errors is carried out by the teacher.

There are various ways to correct errors (writing them out on the board and correcting them by those who wish, etc.), but the main task of this stage is that the errors must be corrected by the participants themselves. The teacher must configure the students that error is a natural part of the learning process.

Conducting communication events significantly enriches foreign language lessons, makes them significant for students and maintains interest in learning this subject.

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LANGUAGE AND CULTURE

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Culture is not the result of human activity, but a social (life) product. Language, on the other hand, is a product of culture and nature. On the one hand, language is a great achievement of the life history of mankind, it is a part of culture and its instrument. But on the other hand, the properties of existing language structures, the material of language itself, reflect the biological nature of man. The problem of "language and culture" is multifaceted. It is approached from different perspectives by cultural historians, linguists, philosophers, psychologists, ethnographers, and literary scholars.

The problem of "language and culture" is multifaceted. It is approached from different perspectives by cultural historians, linguists, philosophers, psychologists, ethnographers, and literary scholars. However, since the approach to culture from linguistics is twofold, language and culture are interconnected. On the one hand, changes in culture affect language, and on the other hand, language affects culture. However, first of all, the question of the relationship between the concepts of a "language" and "culture" is based on solid legal foundations [1].