

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

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### **THE USE OF EDUCATIONAL SPEECH SITUATIONS IN FOREIGN LANGUAGE CLASSES**

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The article examines the role of the educational speech situation in the process of teaching a foreign language, identifies the types of educational speech situations, and provides a component composition of situations.

Keywords: educational speech situation, speech activity, foreign language communication.

Modern methods of teaching foreign languages are focused on the ability to use a foreign language in a real communication situation to achieve mutual understanding of communication participants. The process of learning foreign language communication is based on the laws of real communication and is its model. Educational speech situations play a special role in the process of teaching a foreign language, since they anticipate natural speech situations and are aimed at developing students' skills and improving their communication skills [3].

An educational speech situation is a set of speech and non-speech conditions that are necessary for the implementation of a speech action. The educational speech situation motivates students to engage in speech activity in various conditions, encourages them to express their thoughts and use certain speech material. The use of speech situations in teaching a foreign language is of crucial importance, since speech situations act as an incentive for educational communication, helping to enrich the motivational support of the educational process by adding communicative motivation. Such situations increase the desire of students to communicate in their team and with the teacher, thereby creating conditions for verbal partnership, contribute to the creation of a psychologically comfortable environment, help to get rid of personal barriers in communication, create prerequisites for the development of creative potential [2, 4, 5].

There are several core elements in the structure of the speech situation:

– topic / subject / content of communication. A topic within a certain situation may have objective and subjective significance to initiate a conversation;

– elements characterizing participants in communication (as individuals and as members of society), roles (interpersonal and social). Factors such as professional affiliation, tastes, interests, awareness, and interest in the subject of conversation characterize participants in verbal communication;

– the environment / circumstances of reality in which communication is carried out (time of day, place, etc.);

– motivational and target elements: intention, motive, incentive. Speech intention is modeled in the learning process using speech tasks that can be grouped: a) by speech forms (description, reasoning); b) by communication functions (evaluative, informative); c) by psychological attitudes (dictal, modal); d) by communicative actions (social, substantive).

Educational speech situations are classified according to the following aspects:

– adequacy of the communication process. There are natural and imaginary situations. Natural situations arise when exchanging opinions after watching a movie or during a conversation about current events. Imaginary situations are artificially created situations, participation in which requires transfer to the proposed circumstances. They are able to arouse the genuine interest of students, captivate them with their unconventionality, strangeness, immerse them in a fantasy world. In addition, imaginary speech situations introduce a creative element into the learning process, making it more dynamic and exciting;

– a way to recreate. There is a distinction between extralinguistic situations created using non-linguistic means (layouts, illustrations, films), and linguistic situations when a description serves as an incentive for communication;

– the amount of utterance created in a specific situation. There are microsituations, the volume of which is several replicas, and macrosituations, which represent a detailed dialogue.

When selecting educational speech situations, the teacher should, first of all, be guided by the individual characteristics of the students. To implement the principle of individualism, it is advisable to identify the types of educational speech situations:

– situations of social and status relationships aimed at determining the professional qualities of a person in accordance with his status in so-

ciety. In them, students act, for example, as representatives of professional groups (doctor, salesman, engineer), age groups (youth, pensioners), political and public organizations (member of the Green Peace society);

– situations of activity-based relationships involving students in various forms of work: sports, educational, artistic, labor;

– situations of status-role relationships, which are mostly stereotypical, standardized in nature. In regulated communication, students play roles in such contacts as coach-athlete, teacher-student, supervisor-subordinate;

– situations of moral relationships, which are closely related to the manifestation of psychological characteristics of a person: temperament, feelings and emotions [1].

Thus, the role of educational speech situations is beyond doubt. Educational speech situations are something without which it is impossible to successfully teach communication, because with their help in the classroom it is possible to create conditions close to real communication. They bring variety to the monotonous learning process, contribute to creating a favorable microclimate in the classroom, motivate students to learn a foreign language, help students to be creative and show their abilities.

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