Using Language Situations One of Skill Development Methods of Highly Qualified Teachers

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ABSTRACT

This article considers the use of speech situations in the process of learning the foreign language, their types, required to obtain hearing and speaking skills, as well as the steps for creating speech situations.

At present, there is no clear understanding of the term "language situation" either in the new theory or in classroom practice. Most scientists (V. A. Skalkin, G. A. Rubinshtein, K. Günter, V. D. Arakin and others) believe that language is necessary in certain situations, so situations should be the starting point for learning. All words and constructions must be shown to students in situations or contexts that clearly show their meaning. Under the situation, A. A. Leontiev understands "the totality of verbal and non-verbal conditions necessary and sufficient for the implementation of the speech action according to our plan, regardless of whether these conditions are specified in the text or created by the teacher in the lesson" [1, p. 168].

However, not every situation contains a stimulus to language, i.e., is a language. Many situations can and should be solved only by non-verbal means (actions and reactions). In other cases, the circumstances of reality cannot cause a speech reaction, either because information about the situation is of no interest to a person, or because there are no conditions for a speech reaction (for example, there is no interlocutor). Speech situations according to D.I. Izarenkov have the following structural components: initial conditions and circumstances, new conditions and circumstances.

New circumstances conflict, contradict the original conditions and circumstances, and require linguistic action. The type of interaction between initial conditions and new conditions is determined by the model, the structural type of the language situation [2, p. 38]. The linguistic situation can, in our opinion, be considered as a situation of reality that causes a linguistic reaction.

Like M.G. Voinova rightly asserts that every language, both dialogic and monological (but more often dialogic), is a specific linguistic action (or linguistic act) based on a particular linguistic situation. The language situation is a psychological category and is defined by psychologists as "a set of conditions of circumstances in an act of human activity, while part of this activity sets a task for him (one person) - the task of action, and the other - the possibility of solving this task with the help of an interlocutor to whom the voice action is addressed » [3, p.39].

I. A. Zimnyaya notes that speech actions simultaneously include a complex of meaningful and formal features, namely: motivation (i.e., the addressee (recipient) to perceive (understand) the speech statement and the corresponding speech behavior "[4, p. 121] .

In addition to the term "language situation" in the methodological literature there is the term "conditional language situation". Speaking about the language situation, we note that we divide it into conditional language and language according to E. I. Passov. A conditional language situation is a communicative exercise designed primarily for acquiring listening and speaking skills, conditioned, on the one hand, by a certain environment (determining the content of the utterance), supplemented by communicative stimuli, and, on the other hand, by purposefully developed speech. material (which require the fulfillment of this statement), including encouraging remarks" [5, p.128]. Both types of situations are used in the educational process.

The first type is natural situations that constantly arise in the classroom during verbal communication between a teacher and a student - situations related to the organization of work, relations between students, understanding the material, and pedagogical tasks. Experienced teachers skillfully use them in their work, involving students in verbal communication. These situations are good material for the development of speech, but they cannot provide systematic work on the development of language skills using a variety of lexical and grammatical material. This explains the interest in using conditional language situations in the classroom.

The main advantages of using conditional language situations in the classroom can be considered as follows: conditional language situations allow you to activate the studied language material. With their help, students develop a language assessment. Conditional language situations contribute to the contextual learning of vocabulary; Thanks to these situations, students are placed in conditions close to real.

The speech reaction should not be "given" in finished form. They can suggest basic key words and phrases of native language etiquette, so the reaction to the stimulus is almost real. In the classroom, you must ensure that you do not know the situation, but create it. When creating a situation, it is necessary to take into account general pedagogical, methodological, general psychological and individual psychological factors that determine the success of mastering a language in a foreign language.

Conditional language situations put students in conditions close to natural, stimulate the imagination of students, make them formulate their thoughts in the language being studied, contribute to the assimilation of contextual vocabulary, and allow students to prepare for natural, real situations. Depending on the degree of teacher involvement in the disclosure of the situation, the following types of situations used in the lesson are distinguished:

1. Situations that are fully or partially controlled by the teacher (the topic is reported, the conditions of the situation are indicated, key words are indicated, the teacher "creates" incentives, participates in the work).

2. Free situations (the language content of the situation is provided to students, the teacher monitors the thematic expediency of communication, language norms, etc.).

All of the above types of language situations can arise in foreign language lessons. In the middle phase, partially controlled situations are most justified and mostly controlled situations are

played out, since the students do not have enough language experience to create free situations. The work on organizing conditional speech situations can be divided into several stages. First, select the material: select a topic for verbal communication, get factual information on the topic, select the speech material, group the material. When activating the material in the training exercises for the formation of language skills, staging tables should be used. Work similarly; lexical and grammatical paraphrasing.

Let us consider in more detail the listed stages of creating conditional speech situations:

1. When choosing a material, the following points should be taken into account: what does the textbook, manuals, dictionaries contain? What do students know from their own language experience? What factual information is needed to get to know the situation? When choosing a basic vocabulary, you need to make sure that it has enough verbs, names (nouns, adjectives ...), etc. are present. how to provide students with basic language material before class.

2. When introducing and initially activating new material, it is advisable to use a functional approach so that students understand the meaning of certain grammatical phenomena. In this case, it is desirable to use lookup tables based on structural models.

3. Teaching speech begins with a dialogue. The following sequence of actions is recommended here: listening to the recording of the conversation; The dialogue is read in pairs by two participants. The moving parts of the dialogue are replaced by components that are real to the students. The dialogue is discussed "in pairs"; dialogue arises by analogy; the new dialogue is "discussed" in pairs; staged dialogue.

In the course of a conversation, the initiative can pass from one interlocutor to another. It is important to correctly use stimulus replicas and response replicas, as well as taking into account the peculiarities of the speech etiquette of the students' native language. The use of communicative exercises aims to show that language is a means of communication and not material for exercises. Therefore, it is extremely important to create psychologically correct exercises for questions and answers, while avoiding formal questions.

To teach students the skills of exemplary dialogic speech, it is necessary to activate the expressions of speech etiquette of the native language and accustom them to observing the speech behavior of people of different ages and different professions. Show that people write differently about the same event to friends, teachers, and an official. It is useful to start this work with exercises in observing the oral speech of different people.

1. Explain the situations in which the following calls can be used.

2. Describe the participants in the dialogue based on their verbal behavior (age, relationships, etc.).

After the observation exercises, tasks for reproducing the dialogue are recommended, in order to then compose similar and, finally, independent dialogues for a specific situation. It is also desirable to determine the addressee of the statement.

The methodology for conducting classes using language situations depends on a number of factors: on the objectives of the lesson (education, what skills and abilities the lesson is devoted to); on the topic of the lesson (the importance of the topic for oral speech. Not all topics require a situational approach. Speech situations should be used when mastering topics relevant to a certain contingent of students); starting from the training stage; from the stage of the lesson at which the situation is applied. When preparing for a lesson with the help of a situation, the teacher asks the following questions: In what situation of communication is the lesson material relevant? What new student can learn in this lesson? What should be paid attention to in the development of cognitive activity of students? How to connect the material with the life experience of students? What training exercises help develop grammatical skills and abilities?

What incentive should be created to implement the situation?

The situational-thematic principle of linguodidactics is aimed at implementing a system for the development of free (that is, unprepared) speech, based on a sufficient minimum of pedagogical and natural situations, basic thematic vocabulary and diction, and takes into account all the main levels of language activity (listening, speaking, reading, writing, translation).) students. When choosing communicative-situational topics and selecting speech material for each of them, it is necessary to consider each topic and phrase from the point of view of their use in natural speech, evaluate communicative actions, i.e., take into account whether the material developed in the classroom prepares students for real communication. Each phrase worked out in the lesson should be included in the fund of "ready-made" language signs for speech service in conditions of natural communication.

Therefore, among the tasks of increasing the effectiveness of teaching a foreign language as a means of communication is the widespread use of communicative situational topics.

References

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