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CONTEMPORARY TRENDS IN TEACHING MONOLOGUE SPEECH

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Abstract. This article discusses issues related to teaching monologue speech, namely, the main characteristics of monologue speech are given, as well as modern teaching methods at different stages of lifelong education.

Key words: monologue speech, contextual and situational speech, communicative purpose, monologue skill, monologue utterance.

Key words: monologue, speech, culturology, monologue speech, audience, coherence

Monologue speech is a coherent continuous presentation of thoughts by one person, addressed to one or more persons. The goal of this appeal is to achieve the necessary impact on the listener. A monologue is a form of speech that is built by one person, who determines the structure, composition, and linguistic means of utterance.

There are two types of speech: contextual and situational. Contextual speech is a coherent speech that is understandable without taking into account the particular situation in which it is pronounced, i.e. its content is clear from the context. Situational speech is speech, the content of which can be understood only when the situation is taken into account and only that which is generated by the situation and is directly related to it is understood. Contextual and situational speech should never be contrasted, since every speech has at least some context, and every speech is conditioned by some situation. Situationality and contextuality are two of the most important factors parts and properties of oral speech [1].

Contextuality determines the following qualities of monologue speech: consistency, logic, coherence as well as completeness. Sequence - facts are presented sequentially, one phrase predetermines the next. Expansion - a monologue speech consists of several sentences, complete and adverbial, because it is not situational. Completeness - elliptical, truncated sentences are not characteristic of it. Consistency - the presentation can be built inductively or deductively: from the particular to the general or vice versa. Connectivity - the presence of connecting elements between sentences (conjunctions of a compositional and subordinate nature). Completeness (compositional integrity) - the statement has a three-part structure.

In addition, monologue speech is characterized by such psychological characteristics as appeal to the listener and emotional coloring. A monologue statement can be structured at different levels.

1. The level of the sentence, where the idea is only called, but not disclosed.

2. The level of super-phrasal unity, where the disclosure of thought takes place.

3. The level of expanded text at which a monologue utterance can include various combinations of communicative speech types [2].

Depending on the communicative purpose of the utterance, the following functional types of monologue utterance are distinguished: monologue-message, monologue-description, and monologue-narration, monologue reasoning, monologue-persuasion.

• Monologue-description – a method of presenting thoughts that involves describing an object or phenomenon in a static or dynamic state, which is implemented by listing their qualities, characteristics, and features.

• Monologue-message (narration, story) – information about developing actions and states.

- Monologue-reasoning – a type of speech that is characterized by special logical relations between the judgments that make up its composition and form conclusions [3].

For each stage of learning, a certain type of monologue is most relevant.

A complex monologue skill is formed and developed in stages. In primary, secondary and high schools, the following goals and objectives are formulated in this area.

Elementary school: making small monologue statements, for example, a story about yourself, your friend, your family; a description of the subject, a picture; a description of the characters of the fairy tale read based on the picture. The volume of a monologue statement is 5-6 phrases.

Secondary school (grades 5-7): the development of monologue skills involves mastering the following skills:

- speak briefly about facts and events, using such communicative types of speech as description, narration and message, as well as emotional and value judgments;

- transmit the content, the main idea of what you read based on the text;

- make messages in connection with the read / listened text. The volume of a monologue statement is up to 8-10 phrases.

Middle school (grades 8-9): the development of monologue speech at the secondary level provides for students to master the following skills:

- speak briefly about facts and events, using the main communicative types of speech (description, narrative, message, characteristic), emotional and value judgments;

- transmit the content, the main idea of what you read, based on the text;

- make a message in connection with the text you read;

- express and argue your attitude to what you have read/heard.

The volume of a monologue statement is up to 12 phrases.

High school (grades 10-11, basic level): improving the ability to make oral presentations in connection with what was seen / read based on the results of working on a foreign-language project [4].

Skill development:

- make messages containing the most important information on the topic/issue;

- briefly convey the content of the received information;

- talk about yourself, your environment, your plans, justify your intentions/actions;

- talk about facts/events, giving examples, arguments, drawing conclusions; describe the peculiarities of the life and culture of your country and the country/countries of the language being studied. The volume of a monologue statement is 12-15 phrases.

In teaching monologue speech, two methods are used: the path "from above" is deductive, and the path "from below" is inductive. The way "ABOVE" - teaching a monologue based on a sample text, includes 3 stages:

1. Maximum assignment of the content plan of the text, its language material and composition. Tasks aimed at extracting information of various levels from the text are performed:

• answers on questions;

• planning;

• selection of keywords for points of the plan;

• writing out the main sentences from paragraphs;

• drawing up an assogram;

• search for linking words, etc.

2. Various retellings of the original text: close to the text, on behalf of different actors and other forms of text transformation, making additions and ratings.

3. Complete revision of the original text taking into account other components of the situation. The way "BOTTOM" is the development of the utterance from the sentence to the finished monologue. It also includes three stages:

• Performing tasks that stimulate short statements in connection with the topic (situation).

• Concretization and clarification of what has been said, increasing the volume of statements, mastering the ability to use communication means, substitute words, etc.

• An independent, detailed statement, the inclusion of elements of argumentation, assessment [5].

Both approaches are used for both prepared and untrained speech, i.e. either with or without supports. It is clear that the more carefully selected supports at the stage of prepared speech, the better the quality of an untrained monologue will be. The technique has developed a huge number of supports of various properties and orientation. Their creation and application is the subject of the teacher's creativity and knowledge of the psychological and individual characteristics of students. The path "from above" (deductive) and the path "from below" (inductive) presuppose, in their essence, the presence of a speech pattern at the level of a monologue statement. In the first case, such a speech pattern is presented directly to the students and is the basis for generating an independent statement by them. In the second case, the speech pattern is the basis, first of all, for the teacher, who develops exercises and assignments taking into account its content and gradually leads students to reproduce it. There is a third way to teach a monologue utterance. This path involves developing the ability of monologue speech in accordance with the following levels.

1. Level of reproduction-imitative speaking, non-variative skill. Students construct a statement that is completely identical in form and content to the text that they have read or listened to, i.e. it is a memorized statement.

2. The level of reconstruction (connected-variable utterance). The content of the text is conveyed as close to the given one as possible, however, the main attention is paid to the most important points (for example, retelling close to the text), the student can choose their own language tools when expressing ready-made thoughts. At this level, the student does not yet know how to speak freely, because speaking requires special situations, artificial stimuli, as well as the help of a teacher or various supports.

3. The level of free speech is constructive. The student is independent in choosing both content and language tools. However, in educational activities, the subject of utterance is often set from the outside; it is given in the form of an oral communicative task, the wording of which is clear to the student by ear. When organizing students' statements at different levels, the teacher can apply appropriate teaching techniques. The level of reproduction requires the "memorizing by heart" technique [6].

Learning by heart is very important, especially at the initial stage of learning, because it allows students to assign ready-made utterance samples that are stored for a significant time in long-term memory. What is learned by heart prepares the field, supplies the memory with language and speech material, which is then used in reactive speaking. Samples of monologue and dialogical texts, poems and songs, speech samples, ready-made expressions are subject to memorization. Poems and songs are the easiest to learn.

Examples of memorization.

1. Read-and-look-up technique. The text for memorization is given to the student in writing. He first reads it quietly in its entirety, and then tries to remember small pieces of it, peeking in order to "grab" the whole fragment of the text that he can remember. An exercise performed in this technique several times leads to memorizing the entire text. For this method, texts that are not very wide (for example, text in two columns) are good, so that a single peek can cover a

larger piece of text. This kind of memorization is especially suitable for visual learners.

2. Speaking loudly to yourself is an extremely fruitful technique. The utterance turns out to be more qualitative, because it is not only thoughtful, but also voiced (spoken). Your own voice acts as a control that your thoughts are focused only on the text, and this is not always guaranteed in the case of quiet memorization. Speaking out loud, we give the utterance a greater functional orientation, because we imagine our partner. This technique is especially good for auditory users. However, it can be combined with the previous one.

3. In addition, there are techniques such as speaking after someone, to someone, or simultaneously with someone [7].

The level of reconstruction is provided by selective memorization – memorization of individual, most important places in the text. Here it is important to separate the main thing from the minor details and concentrate on the most essential.

Selective memorization is accompanied by:

A. Using visualization techniques:

- The text is placed in front of the student;

- The text is read in its entirety and the so - called optical marking is done- underline, highlight with color, oval, etc;

- The read-and-look-up technique is used, where important passages are spoken out loud;

- Depending on the difficulty, the text is learned in sentences or in large chunks;

- In conclusion, the entire text is reproduced several times in its finished form.

B. Individual notes are executed:

- text in front of your eyes;

- read once;

- optical marking;

- the text is pronounced loudly in sentences and paragraphs;

- repeated several times.

C. Forward reading:

- the student reads the first (important) part and tries to anticipate the next important sentence or part;

- pronounces it and compares it with the original;

- speaks again and anticipates the following;

- finally connects all the correct versions together, covering them with a glance throughout the text, arranging them in the desired sequence[8].

This anticipatory construction of the text evokes images in the student's memory both at the level of meaning and at the level of linguistic lexical and grammatical structures.

Thus, the main goal of teaching monologue speech is to develop a comprehensive monologue skill. Monologue skill is the ability to express one's thoughts verbally in a logically consistent, coherent, sufficiently complete, communicatively motivated, and linguistically correct manner.

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