



The peculiarities of monologue speech in teaching foreign language

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ABSTRACT

The article deals with the peculiarities of teaching the monologue form of utterance and describes the difficulties arising in this process. The complex and long process of forming a monologue form of utterance in a foreign language is analyzed and many factors influencing this process are studied. The practical significance of the article lies in the fact that the structure of the speaking process is considered, the essence of monologue speech is clarified, and the theoretical model of teaching monologue speech in foreign language lessons is constructed.

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Chet tili o'qitishda monolog nutqining xususiyatlari

ANNOTATSIYA

Kalit so'zlar:

monologik trening,
chet tili,
nutq jarayoni,
kommunikativ o'zak,
struktura.

Maqolada nutqning monolog shaklini o'rgatishning o'ziga xos xususiyatlari ko'rib chiqiladi va bu jarayonda yuzaga keladigan qiyinchiliklar tasvirlangan. Chet tilida nutqning monolog shaklini shakllantirishning murakkab va uzoq davom etadigan jarayoni tahlil qilinadi va bu jarayonga ta'sir etuvchi ko'plab omillar o'rganiladi. Maqolaning amaliy ahamiyati shundan iboratki, nutq jarayonining tuzilishi ko'rib chiqiladi, monolog nutqning mohiyati oydinlashtiriladi, chet tili darslarida monolog nutqini o'rgatishning nazariy modeli quriladi.

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Особенности монологической речи в обучении иностранному языку

АННОТАЦИЯ

Ключевые слова:

обучение монологу,
иностраный язык,
процесс говорения,
коммуникативное ядро,
структура.

В статье рассматриваются особенности обучения монологической форме высказывания и описываются трудности, возникающие в этом процессе. Анализируется сложный и длительный процесс формирования монологической формы высказывания на иностранном языке, изучаются многие факторы, влияющие на этот процесс. Практическая значимость статьи заключается в том, что рассмотрена структура процесса говорения, уточнена сущность монологической речи, построена теоретическая модель обучения монологической речи на уроках иностранного языка.

Introduction

In the practice of teaching a foreign language, we have to face such a phenomenon when a student cannot make an independent message consisting of several consecutive, connected phrases. The statements often are either one-word answers to the teacher's questions or purely formal, chronological enumeration of some actions. Teaching monologue speech is an extremely complex matter. Monologue utterance is considered a component of the process of communication at any level - pair, group, or mass. This means that any monologue utterance is a monologue in nature, always addressed to someone, even if this addressee is the speaker, although in structural and many other relations its types are very specific.

Training of speaking as a productive process requires the construction of an utterance, conditioned by the situation of communication, which is a complex methodological task because mastering it is associated with the greatest difficulties and requires a lot of time and effort on the part of both the teacher and the student. Nevertheless, these expenses of time and effort are paid off if students master this activity at the initial stage of training and improve it on strictly worked-out material, which provides a motivational level and a reliable basis for the formation of other types of speech activity.

Materials and methods

The main objective of teaching monologue speech is to improve the communicative core or fundamental skills of foreign language communication. The improvement of communication skills enables independent solutions of communicative and cognitive tasks, including language guessing and the ability to express a personal attitude to the perceived information.

The attitude of psychologists and linguists to the very existence and, accordingly, the definition of monologue speech is far from ambiguous.

A monologue consists of several logically sequentially connected sentences, intonationally arranged and united by a single content or subject of the statement.

It is the monologue that disciplines thinking, and teaches to think logically and, accordingly, to build one's utterance in such a way as to bring one's thoughts to the listener.

Characterizing the psychological features of monologue speech, it should be noted that a monologue is a relatively extended type of speech activity, in which relatively little use is made of non-speech information obtained from the situation of conversation. It is an active and arbitrary type of speech, for which the speaker must have some topic and be able to build his/her statement or a sequence of statements on its basis. In addition, it is an organized type of speech, which implies the ability to program not only an individual utterance or sentence but also the whole message, to use selective linguistic means adequately to the communicative intention, as well as some non-linguistic communicative means of expressing thought (first of all, intonation).

Speaking as a speech activity has its specific features:

Speaking is always motivated. A person speaks, as a rule, because he/she has some internal reason, there is a motive, acting, according to A.N. Leontiev, as a motor of activity. In the methodology of teaching foreign language communication, we should talk about communicative motivation (because motives are inherent in any other activity).

Speaking is always purposeful, as the utterance pursues some goal.

Speaking is always an active process; it shows the attitude of speakers to the surrounding reality. It is an activity that ensures the interlocutor's proactive speech behavior, which is important for achieving the goal of communication.

Speaking "serves" all other types of human activity. The process of speech activity is closely related to the activity of thinking. Speech activity is often called "speech-thought" or "thought-speech". Consequently, any communicative (speech) task is essentially a speech-thought task.

Speaking is inextricably linked with personality. Being included in social relations, personality is active in its life position, which it expresses in speech.

Results

Thus, monologue speech is always marked by the communicative goals and tasks of the speaker. Communicativeness is a fundamental factor ensuring the adequacy of communication at the logical-semantic level.

While dialogue speech is situational, monologue speech refers mainly to contextual speech, characterized by consistency and logic, completeness, content, completeness, and clarity of thought, which makes it more independent of the situation.

In addition, the psychological features of monologue speech should include the address to the listener, and emotional coloring, which is externally expressed in linguistic and structural-compositional features.

From the point of view of linguistics, monologue speech is characterized by the use of sentences with different structures, multicomposed and complete sentences with complicated syntax, with the presence of conversion words, rhetorical questions that attract the attention of the audience, clichés, words-links that convey the sequence of the statement.

Monologue speech has the following communicative functions:

- informative, the essence of which is to report new information in the form of knowledge about objects and phenomena of the surrounding reality, description of events, actions, and states; influencing implies convincing someone of the correctness of certain thoughts, views, beliefs, actions; inducement to action or prevention of action;
- emotional-evaluative implies the evaluation of events, objects, phenomena, and actions.[1]

Each of the above-mentioned functions of monologue speech is characterized by its linguistic means of expression and special psychological stimuli.

Discussion

Monologue-description is a way of presenting thoughts, which implies the characterization of an object, or phenomenon in a static state, which is carried out by enumerating their qualities, attributes, and features; The structure of a descriptive monologue is represented by the following blocks: the beginning - the central part - the conclusion (ending).

Monologue-message (narration, story) is information about developing actions and states; The structure of the monologue-narrative is represented by the following sequence: beginning - main part - conclusion (conclusion).

Monologue - reasoning - a type of speech, which is characterized by special logical relations between its constituent judgments forming an inference. Structurally, a monologue-reasoning is a unity of the following parts: thesis - evidence - conclusion.

It is fundamental to define the nomenclature of monology skills. In this typology, it is necessary to proceed from the fact that when teaching foreign language speech activity, learners face difficulties of three levels: to what purpose should they speak? What should they speak about? And how should they do it? Consistent teaching of independent utterance implies the resolution of these difficulties in the very process of skill formation.

When speaking about communicative development, it should be noted that students do not fully disclose the links between phenomena. Although they know the basics of theoretical concepts and are ready for theoretical generalizations, they still prefer concrete judgments to theoretical, abstract reasoning, description of concrete facts to the establishment of cause-and-effect relations between them. In the process of learning they develop the ability to build reasoning, make conclusions, inferences, and develop visual and action thinking. Developing allows to successfully form not only theoretical thinking but also reflection on the method of speech activity, in particular, reasoning. [2]

The most familiar and accessible still is the communicative task of description and narration. During this period, monologue description and narration are the most common learning tasks, the solution of which is inextricably linked to optimal perceptual capabilities. This fact can be taken into account by the foreign language teacher as a psychological justification for the wide use of speech supports, and figurative visuals: pictures, drawings, objects, as an organization of the subject plan of the statement.

Convincing as a communicative task differs from other similar tasks, e.g. description, explanation, and proof, by the greatest communicative orientation towards the partner of communication. Due to the peculiarities of their speech-thought activity, students cannot always fully master all structural, content, and formal (linguistic) components of persuasion. The way of solving this task, which represents an independent difficulty, cannot become an object of consciousness without specially organized communication. [3]

Conclusion

The formation of monology speech skills is a priority direction in foreign language teaching, which is carried out taking into account the age specifics and has the ultimate goal of laying the foundations of the ability to coherently and logically express their thoughts.

Theoretical foundations and methodological techniques for the formation of monologue speech are sufficiently developed in scientific and methodological literature.

It is necessary to select a methodologically correct set of exercises to systematize the work on the formation of monologue utterance, the use, and combination of non-traditional and traditional forms of organizing learning activities, and continuity and consistency in the presentation of material. Students must realize the real possibility of using language as a means of communication.

Purposeful and systematic work on the formation of monologue speech contributes to a significant increase in the ability to correctly express their thoughts in this language in the conditions of solving fairly complex thinking tasks.

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