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**«ТЕНДЕНЦІЇ ТА ПЕРСПЕКТИВИ РОЗВИТКУ
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THE PROBLEM OF THE DEVELOPMENT OF CONNECTED SPEECH IN SENIOR CLASS STUDENTS IN THE LESSONS OF FOREIGN LITERATURE

The article examines the problem of high school students in the implementation of the speech content line of the Curriculum. The main forms and methods of developing coherent speech in the lessons of foreign literature in senior classes are analyzed. The importance of observation, analysis and construction of language units is emphasized.

Key words: *oral and written communication, meaningfulness, accuracy, logic, discussion.*

У статті досліджено проблему учнів старших класів у здійсненні мовленнєвої змістової лінії Навчальної програми. Проаналізовано основні форми та прийоми розвитку зв'язного мовлення на уроках зарубіжної літератури у старших класах. Наголошено на важливості спостереження, аналізу та конструюванні мовних одиниць.

Ключові слова: *усне та писемне мовлення, змістовність, точність, логічність, дискусія.*

Depending on how a person knows how to communicate, his place in society depends. The formation of the ability to express one's opinion about what one has read, seen, and heard begins at school. Work on the development of students' speech is consistently carried out when studying all disciplines, but a special role in this process is assigned to literature lessons. This subject is fundamental in the development of the art of speech and the ability to competently express one's thoughts. It is hard to imagine that in the organization of any kind of work in literature lessons, it is possible to do without the use of oral or written speech.

It is necessary to emphasize the creation of conditions and motivation for the development of coherent speech. In this regard, exercises aimed at the formation and improvement of speaking abilities and skills play a special role. The main task of training for the development of coherent speech is to ensure understanding of the literary norm of communication. The teacher in the lessons of foreign literature in senior classes develops the ability to analyze and construct texts of all types and styles of speech. In order to achieve the set goal, it is necessary to use tasks involving the observation of language phenomena and their definition in the text.

It is also necessary to pay attention to the characterization, comparison and juxtaposition of some linguistic phenomena with others. Such exercises involve the analysis of the text and the expediency of using language units in it, their correlation with the content and style of expression. The teacher pays special attention to the observation and analysis of language units in a coherent text. When analyzing the characters of Faust, Hobsek, Madame Bovary, Julien Sorel, Little Tsaches, Dorian Gray, Gregor Zamza, Mother Courage, the teacher uses the analysis of texts of various types and styles of speech. Stylistic experimentation and construction of various language units (according to models, schemes) often come to the rescue.

Having analyzed the methodological literature, we can claim that coherent oral speech is a consistent presentation of thoughts, feelings and aspirations based on compliance with generally accepted norms of sound verbal communication. It is characterized by organization, a tendency to unfold the content, continuity, accuracy of the transmission of thoughts, clearly expressed sequence and semantic completeness [3]. The sources of students' coherent speech are their knowledge, which they acquire thanks to their own life experience.

Mastery of speech skills occurs in two directions: oral and written speech. Despite the fact that they are closely related to each other, it would be a mistake to consider them identical both in essence and from a methodical point of view (regarding the ways of mastering them). This should also be borne in mind because oral and written speech are not simply related to each other due to

involvement in language and in view of the requirements that apply to them, in particular: meaningfulness, accuracy, logic, expediency, expressiveness, richness, brevity, compliance with literary norms, emotionality, etc., oral and written speech significantly influence each other: shortcomings and imperfections of oral speech complicate written presentation, and vice versa - the inability to write causes the chaotic nature of oral performances [1].

Every teacher understands that the condition for the development, enrichment and improvement of students' oral speech is, first of all, conscious and correct reading, activation of students' mental activity, education of their feelings while reading. Mastering the culture of oral or written speech has a significant impact on students' reading interests, their perception of literature, and the ability to analyze and evaluate a literary text.

Systematic work on improving and enriching the language of students, constant attention to the formation of their speaking skills should stimulate schoolchildren to pay more attention, to treat words and literature in general more seriously, and will allow them to think about their own language and the language of others.

In school practice, the teacher often gives preference to one of the types of speech skills: written or oral. This type of organization of work in lessons is unacceptable, and in order to avoid this, the teacher must know and understand the specifics of these types of speech and be able to use his knowledge creatively.

The principles for organizing work on the development of coherent speech were quite clearly formulated by many scientists. First of all, work on the development of coherent speech should be based on direct literary and life impressions of students, and the task of the teacher is to organize such impressions, in particular, emotional experiences [2].

Positive changes in the speech development of students will occur extremely slowly if this work is not carried out systematically, but only episodically and ignoring the connection with what was worked on during the previous period of study.

It is also worth noting that mastering the skills and abilities of coherent speech is not only a long-term process – it must be built on the basis of a creative approach to teaching the art of telling and writing.

The last one basis for the development of speaking skills involves a number of technical techniques, such as: making a plan, considering the composition of a work, speech or report, building a system of evidence, etc. However, mastering these skills, it is necessary to push back not from the technical side of reception, but from the content, live impressions. Only then will these skills be effective.

Therefore, in order to achieve success in improving the speaking skills of high school students in foreign literature classes, it is necessary to create conditions for students to be able to express themselves, speak, and communicate in the classroom. And not only by reproducing the material from the textbook, but also by engaging in discussions with the teacher and classmates.

Achieving such a goal becomes possible under the condition of using such lesson forms as lesson-conversation, lesson-dispute, lesson-reflection, lesson-dialogue lesson-seminar, etc. By their very form, they foresee the need for active communication.

We see the prospect of research in the further study of this topic, as well as the development of a methodical advisor for teachers who are just beginning their journey in teaching foreign literature.

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