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**ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ
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INTRODUCTION

Also we can see enormous changes: the cardinal improvement of the system of training of specialists, fluent in these languages, creation of opportunities for wide use of information resources by learners and students.

The role of language in society is very important. With the help of language we share information, thoughts, and feelings with each other. This means that society and language is connected with each other. Because society can not exist without language or language can not exist without society. That's why we can say that language is the faithful mirror of society. The language of any society therefore should give us a perfect knowledge of what that society is all about this includes; the culture, beliefs, and sociolinguistic information about the society.

English has undoubtedly become today's global lingua franca. Apart from the 350-450 million of native speakers of English there are also about 800 million of people who speak it as a foreign language. This suggests that most of the interaction in English takes place among its non-native speakers (Seidlhofer 2005).

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In the process of teaching English, teaching speaking is one of the most important matters and it is necessary to take into account cultural and socio-cultural problems. Our qualification paper is devoted to the problem of developing 7-8 grade pupils' intercultural competence on the basis of speaking activities. Also we try to represent the analysis of teaching English taking into account socio-cultural problems of developing pupils' speaking skills of the 7-8 grades and newer approaches to develop intercultural competence of learners.

A correct use of aims and tasks of foreign languages system and explanation of a new material consolidation of with the help of activities are important tools for the

whole process. Developing intercultural competence of learners is one of the parts of teaching process which needs to investigate, its impossible to conduct a real and effective teaching process without texts / vocabulary which contain cultural and socio-cultural terminology. With the help of learners develop their knowledge and skills in English in general. The problem of developing intercultural competence was the subject matter of different investigations, in our and foreign countries scientists like V.Vereschagin, S. G. Ter-minasova, V.A.Maslova, N. Formanovskaya, N.Galskova, A.Khrolenko, V.Vorobyov, J.Jalolov, T.Sattarov, M. Djusupov, G. Makhkamova, M. Kamalova, D. Teshabaeva, M.Toshkhonov, Z. Uteshova, Sh. Ubaydullaev, Chaney McCarthy, Bygate M., Kim M. D., Pan Y., Park H.S., Lewis R., Gudykunst W. B., Ting-Toomey S. and etc.

Topicality of the research. Developing learners' speaking skills is one of the important problems of contemporary teaching context. The problem of implementing interactive technologies into the system of teaching and developing intercultural competence of learners are most important topical problems of nowadays foreign language methodology. Thus, every learner's competence develops with the vocabulary of language.

The novelty of the research. In preparing and completing the given research paper we tried to give comprehensive analysis of different approaches to speaking. We also tried to underline and analyze different literatures/investigations dedicated to using modern technologies in the process of developing learners' speaking competence based on cultural texts.

The aim of the research. The given qualification paper aims to investigate the development of 7-8 grade pupils' intercultural competence on the basis of speaking activities in the process of teaching English.

Tasks of the research. According to the aim of the research, we aimed to solve the following tasks:

1. to define the term "speaking";
2. to define and analyze peculiarities of speaking skills;

3. to investigate teaching speaking process of pupils of 7-8 grades at school from the point of socio-cultural competence;
4. to study theoretical bases of socio-cultural problems in teaching speaking;
5. to investigate intensive approaches to socio-cultural problems in teaching speaking;
6. to develop socio-cultural ability and skills of pupils of 7-8grades in speaking with our additional recommended materials.
7. to recommend some ways of teaching English to above mentioned pupil learners.

Subject of the research: the process of teaching English to pupils of 7-8 grades at school.

Object of the work is the role of speaking in developing learners' competence.

Practical and theoretical value of the research. The outcomes of the given qualification paper can serve as a handbook for school teachers of foreign language who aim to use supplementary additional materials for the use in the process of teaching. The results and information of the paper can also be useful in Foreign Language Teaching Methodology Courses and in teaching future teachers. The theoretical materials resulted from the given qualification paper is of great value in organizing classes and lessons which aims to use new pedagogical technologies in the process of language learning and teaching. The results of the research can contribute to the development and enrichment of theoretical basis of integrating modern technologies into teaching, i.e. materials for developing intercultural competence.

Methodological basis of research is Decrees of the President of the Republic of Uzbekistan about further development of foreign language learning, education and sciences, the national programme on a professional training, and also basic scholars and researches in the field of developing methods of teaching English to kids, especially through the use of activities.

Structure of the qualification paper. The given qualification paper consists of the introduction part where the aim, topicality, novelty and other features of the research are given. The main part is dedicated to the analysis of literature concerned

with teaching speaking. Then we tried to describe the experimental learning. Also recommendations for some ways of teaching speaking to 7-8 grade pupils were given in this part of the work. Drawn some conclusions and suggestions for teaching and research and given used list of references.

CONCLUSION

This qualification paper is aimed to determine the socio-cultural problems in developing pupil's speaking skills of 7-8 grades and identify means of its improvisation in teaching speaking. In the introduction we explained the topicality of the topic, defined the goals and main objectives of the research paper, its scientific novelty, identified the main methods of analysis, subject and object of the research, the theoretical and practical value of the work, the structure of the dissertation.

In general, speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

In the first chapter the identification for speaking skill, developing it and the problems of interactivity in teaching speaking , aspects of speaking English according to Bygate's theory and research. It combines speaking and teaching speaking activities, the problem of teaching speaking and socio-cultural competence giving some practical ideas to solve these problems, demands for teaching speaking to the A2 level in national standard in "Approval of state educational standard for

foreign languages of continuous education” and Common European Framework Of Reference For Languages: Learning, Teaching, Assessment.

Speaking is often spontaneous, open ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. It is this latter approach that is adopted in the current study, and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context. In every teaching learning process, we always find problem that we could avoid, and it couldn't be lost at all, if the obstacle done in every sector of the teaching learning it would be disturb the teaching learning process itself. Here the writer going to show the obstacle that happen in the class, 1) The quantity of the student, 2) the professionalism of the teacher, 3) frequency of the meeting, 4) self access, 5) environment.

According to CEFR the pupils of 7-8 grades can use basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. They can use some simple structures, correctly, but still systematically makes basic mistakes. They can make themselves understood in very short utterances, even though pauses, false starts and reformulation are very evident. They can answer questions and respond to simple statements. They can indicate when they are following but is rarely able to understand enough to keep conversation going of his/her own accord. They can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’ and etc.

In the second chapter we determined that how many exercises are devoted to develop speaking and socio-cultural competence by combining these two books and socio-cultural problems of developing pupils’ speaking skills in the world comparing certain Finns, Japan, India, Uzbekistan, Western European and US with Asian communication styles. Fly High is a motivating course for learners that integrates reading, grammar, writing, listening and speaking skills in a fun and engaging way. Language is presented in humorous stories and follows the adventures of the Fly High characters.

These class books are full of interesting activities and exercises which will help the learner to learn and practice English. At the back of the book there is a useful list of grammar points and vocabulary. There is also a cassette which can be used with teacher or at home to develop learners' listening skills. Each book consists of 10 units which each unit includes 5 different lessons, a project, and pronunciation and grammar section, and homework tasks for those, Progress **Check** which is given for 9 units to check the progress of pupils.

Also in this chapter the notion of socio-cultural competence and the ways of improving socio-cultural competence in teaching speaking are identified. Sociocultural competence helps not only to survive but achieve success in an increasingly interdependent global society. Sociocultural competence has become a significant part of foreign language teaching. Sociocultural competence is comprised of the following attitudes and skills: 1) observing, identifying and recognizing, 2) comparing and contrasting, 3) negotiating meaning, 4) dealing with or tolerating ambiguity, 5) effectively interpreting messages, 6) limiting the possibility of misinterpretation, 7) defending one's own point of view while acknowledging the legitimacy of others, 8) accepting difference and etc. In teaching foreign language many effective methods are used: Communicative Language Teaching, The Discussion Method, and etc. However, the most effective methods in developing speaking skill and socio-cultural competence are Communicative Language Teaching, Discussion Method and etc. Some activities to promote speaking skills of the pupils of 7-8 grades are suggested such as: Role Play, Simulations, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Reporting, Picture Narrating, and etc.

Through analyzed passages in the researching work, it is possible to admit here as conclusion that in developing speaking skill of the pupils of 7-8 grades solving socio-cultural problems, the pupils are encouraged to speak in classes more by the help of teachers, effective methods and activities such as: playing different games, chain drills, answering questions, working in pairs or groups involving mostly to the information or statements about foreign language and foreign cultures. With this aim,

various speaking activities and methods such as those listed above can contribute a great deal to pupils of 7-8 grades in developing speaking skills necessary for life.



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