



PRODUCTIVE TYPES OF SPEECH ACTIVITY AND IMPORTANCE OF READING IN TEACHING SPEAKING

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Annotation: This article deals with productive types of speech activities namely: speaking, writing, reading and listening. And also the role of reading in improving speaking skill is also investigated in this article.

Key words: speech activity, listening, reading, writing, speaking, verbal communication, communicative competence.

INTRODUCTION: When learning English at school, the main goal of teaching students is the consistent and systematic development of speech activity, namely: speaking, writing, reading and listening. Speech activity is an active, purposeful process of transmitting and receiving messages, expressed through the language system and dependent on the situation of communication.

METHODS: The form of speech is divided into oral and written. Types of speech activity also differ in nature - productive / receptive.

Accordingly, there are 4 main types of speech activity:

- speaking
-listening
-reading
-writing

The main goal of teaching the subject "English" is the formation of communicative competence, which includes several components:

- communication skills in speaking, listening, reading and writing;
-language knowledge and skills in this language building material for generating and recognizing information;
-linguistic and regional knowledge to provide a socio-cultural background, without which the formation of communicative competence is impossible.

RESULTS: Students learn a foreign language as a means of communication and must be able to use it in oral and written forms. Students must master four types of speech activity: receptive - listening and reading, productive - speaking and writing, and in addition, three aspects of the language associated with them - vocabulary, phonetics and grammar. It is very important to master all forms of communication and all speech functions in order for a foreign language to become a means of interpersonal and international communication.

Listening

Listening is a receptive type of speech activity associated with the perception and understanding of an oral message. When selecting the material that the teacher himself will use in his oral speech in the lesson, the goals that he pursues should be taken into account:

- firstly, the development of students' ability to listen and understand foreign speech;

-secondly, the well-known expansion of the passive vocabulary of students and the development of their guesses from the context in the process of listening.

When using this or that form or expression, the teacher must take all measures to ensure that it is correctly understood by the students. To achieve this, keep the following in mind: having used one or another English expression, the teacher must adhere to the same form in subsequent classes, not replacing it with either an equivalent in mother tongue, or another similar expression in English.

The teacher must ensure that students understand not only the general meaning of the expression he used, but also the individual parts.

The accuracy of students' understanding of the teacher's speech should be systematically checked.

Each new expression must be repeated many times by the teacher, not only in the lesson in which it was used for the first time, but also in subsequent classes.

The objectives of listening training can be defined as the following:

- develop certain speech skills;
- to teach the ability to communicate;
- develop the necessary abilities;
- memorize speech material;
- to teach students to understand the meaning of the statement;
- teach students to highlight the main thing in the flow of information;
- develop auditory memory and auditory reaction.

When working with audio materials, the ability of students to simultaneously work on several speech skills develops.

Consider the interaction of the ability to listen to foreign speech with the ability to speak, read and write in a foreign language.

Listening and speaking.

Listening comprehension is closely related to speaking - the expression of thoughts by means of the language being studied. Speaking can be a reaction to someone else's speech.

Listening to foreign speech and speaking are interrelated in the educational process: listening can serve as the basis for speaking, in turn, the quality of understanding of the listened material is usually controlled by answering questions about the content of the listened to or by retelling it.

Thus, listening prepares speaking, speaking helps the formation of listening comprehension.

Listening and reading.

There is an interaction between listening and reading. Listening tasks are usually given in printed form, so some of the information necessary for listening, that is, for understanding the text, can be extracted from the printed task.

Listening and writing.

Very often, the answers to the listening task must be given in writing. Therefore, these activities are also interconnected.

Being closely related to other types of speech activity, listening plays an important role in learning a foreign language, and especially in communicative-oriented learning.

It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. Through listening is the assimilation of the lexical composition of the language and its grammatical structure.

Speaking as a type of speech activity

Speaking is a productive type of speech activity through which oral verbal communication is performed. The content of speaking is the expression of thoughts in oral form. Speaking is based on pronunciation, lexical and grammar.

The main difficulties in teaching speaking should include motivational problems, such as: students are embarrassed to speak foreign languages, they are afraid to make mistakes, to be criticized; students do not have enough language and speech means to solve the task; students are not involved in the collective discussion of the subject of the lesson for one reason or another. Based on the listed problems in teaching speaking, a goal arises - to eliminate these problems if possible. It is impossible to learn how to speak without immersing yourself in real situations, and not just making standard dialogues on a certain topic. An interactive approach to teaching implies the direct involvement of students in discussions, debates, discussion of problems, and therefore in dialogue.

DISCUSSION: It is also important to develop in students the general language, intellectual, cognitive abilities, mental processes that underlie the mastery of foreign language communication, as well as the emotions, feelings of students, their readiness to communicate, the culture of communication in various types of collective interaction.

Reading as a type of speech activity

Reading is a receptive type of speech activity associated with the perception and understanding of a written text.

To understand a foreign text, it is assumed to have a set of phonetic, lexical and grammatical informative features that make the recognition process instantaneous.

Although in the real process of reading the processes of perception and comprehension proceed simultaneously and are closely interconnected, the skills that ensure its process are conventionally divided into two groups:

- a) related to the “technical” side of reading (perception of graphic signs and their correlation with certain meanings and
- b) providing semantic processing of the perceived - the establishment of semantic links between linguistic units of different levels and thus the content of the text, the author's intention, etc.

With the accumulation of lexical units, many children need visual support. it is extremely difficult to perceive speech only by ear. This is especially true for those children whose visual memory is better developed than auditory memory. That is why reading is so important.

When teaching reading at the initial stage, it is important to teach the student to read correctly, that is, to teach him to voice graphemes, to extract thoughts, that is, to understand, evaluate, use the information of the text. These skills depend on how fast the child reads. By reading technique, we mean not only the quick and accurate correlation of sound and letter, but also the correlation of the sound-letter link with the semantic meaning of what the child is reading. It is the high level of mastering the technique of reading that makes it possible to achieve the result of the reading process itself - fast and high-quality extraction of information.

It is possible to formulate pedagogical requirements for the organization of the process of teaching reading in a foreign language.

1. Practical orientation of the learning process:

formulation of specific communicative-motivated tasks and questions aimed at solving practical problems and problems, allowing not only to master new knowledge and skills, but also to understand the content and meaning of what is being read;

the obligatory allocation of the loud-speech stage of reading in the system of teaching the technique of reading in a foreign language, contributing to the consolidation of the skills of articulation and intonation, phonetically correct speech and “inner hearing”.

2. A differentiated approach to teaching:

taking into account the age-related psychological characteristics of students, the individual styles of their cognitive activity in the communication of new knowledge and the formation of skills and abilities;

the use of analytical and synthetic exercises, tasks differentiated by the degree of complexity, depending on the individual abilities of students; selection of adequate methods of work on teaching reading aloud and to oneself.

3. Integrated and functional approach to learning:

construction of learning to read on the basis of oral anticipation, i.e. children read texts containing language material that they have already learned in oral speech; at the alphabetical stage, mastering new letters, letter combinations, reading rules is carried out in accordance with the sequence of introducing new lexical units and speech samples in oral speech.

4. Taking into account the peculiarities of the native language:

the use of positive transfer of reading skills formed or already formed in the native language of students;

5. Accessibility, feasibility and awareness of learning.

6. An integrated approach to the formation of motivation:

More attention in the lesson is paid to the performance of game tasks, action in problem situations of a communicative nature;

the use of various types of visualization that stimulate the comprehension of new material, the creation of associative links, supports that contribute to a better assimilation of reading rules, graphic images of words of intonation patterns of phrases.

According to the degree of penetration into the content of the text and depending on the communicative needs, there are viewing reading, searching (browsing-search), introductory and studying.

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