

SPEECH SAMPLES AS ONE OF THE EFFECTIVE WAYS OF ENRICHING  
SCHOOLCHILDREN'S SPEECH

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**Annotation:** This article reveals the main aspects of using speech patterns used in speech to build new, thoughtful and interesting phrases for the interlocutor.

**Keywords:** relationships, communicative competence, emotional and aesthetic impact, education, originality in language, speech behavior.

Speech communication is one of the most complex types of human activity. It is the goal of teaching a foreign language at school and implies a high degree of development of the speech abilities of foreign-language students. Educational communication takes place in the classroom, mainly in artificial conditions, and at the same time strives to master the language system.

The activity of educational speech communication is represented by a communicative minimum, which contains phonetic, grammatical and lexical material and ensures the activity of students' speech communication. When students master the communicative minimum at the initial stage, elementary communicative competence is formed, which, in addition to the areas and topics of communication, includes speech actions and language tools that help solve communication problems in certain situations. Therefore, when teaching the Russian language to foreign-language schoolchildren, the following tasks are important: setting the correct pronunciation, mastering the most common lexical units and grammatical structures, speech samples, colloquial clichés that provide communication.

Often in school practice, we are faced with the incompleteness of the student's communicative act due to the poverty of language means. One of the reasons for this problem is that the language material, which is presented in most textbooks used in secondary schools, often cannot meet the interests and needs of students in communication. E.I. Passov notes that for the ability to communicate an important role is played by the ability to enter into communication, turn off statements and, if necessary, resume again. However, the methodologist also emphasizes that "it is not enough to be able to ask and answer, which often comes down to mastering the so-called dialogic speech, but it is necessary to have a sufficient supply of functionally diverse replicas" [4, p. 474]. The main feature of communication, according to E.I. Passov, is heuristic, that is, unplanned, unpredictable, non-standard, probabilistic nature, creativity. Therefore, students need to be taught not memorization, but the ability to implement the tactics of their speech behavior.

It is important to pay attention in the lesson to the emotional and expressive orientation of speech. It is known that colloquial speech is characterized by the widespread use of ready-made syntactic models, truncated expressions, abbreviations, increased frequency of individual constructions, a large number of incomplete sentences, the use of phraseological units, speech patterns.

Speech samples used in speech unload RAM and thus make it possible to use newer, more thoughtful and interesting phrases for the interlocutor. According to V.L. Skalkin, "possession of a certain set of speech clichés at the level of phrases and sentences is a necessary condition for ensuring the smooth flow of dialogic contact, especially its beginning" [5, p. 34].

Many well-known linguists and methodologists (V.A. Bukhbinder, E.M. Vereshchagin, V.G. Kostomarov and others) note the need and importance of using speech samples in foreign speech, especially in dialogic situational, unprepared or partially prepared speech. Undoubtedly, speech samples make colloquial speech more competent, accurate, expressive, beautiful, understandable to others. According to observations and experience, the use of colloquial clichés in speech gives the statement intonation, emotional coloring, liveliness, brightness, which is significant when teaching foreign language communication.

When training replica-samples, the following stages can be conditionally distinguished:

- Presentation and semantization of a speech sample. At this stage, acquaintance with the speech model takes place. You can demonstrate a new phrase on the basis of a situation played out using visualization, a dialogue-example, selecting an equivalent in your native language, using a definition.
- Consolidation of the speech model. After semantization, work is carried out on the correct

pronunciation of a new phrase with the help of imitative exercises, and, if necessary, grammatical analysis of speech samples takes place. For a more solid fixation of the sample in memory, it is advisable to use language and conditional speech exercises.

➤ The use of speech patterns in speech. At this stage, conditional speech and speech situational exercises are effective. Speech situations aimed at developing unprepared speech can be varied and performed many times in order to automate new speech patterns. Any educational speech situation is a micro-theme and the use of such situations develops the ability to subsequently produce foreign language speech in a variety of life situations, without thinking for a long time about the choice and form of language and speech material. It is also important to emphasize that it is situational speech exercises that make it possible to organize the activation of sample phrases, colloquial formulas, structures, various set phrases, ready-made stereotyped phrases and so-called speech stamps, without forcing students to fix their attention on the speech patterns used, and,

Examples of tasks for exercises in teaching sample phrases can be:

- Ask a question in accordance with the emerging foreign language situation of communication.
  - Answer the question of the interlocutor, using clichéd statements when building a replica.
  - Connect the replicas of the question and the answer (sample phrases are used as an answer).
  - React to the phrase with simple speech intentions, depending on the communication situation (greeting, request, gratitude, agreement, disagreement, surprise, affirmation, denial, indignation, etc.).
  - Choose from the proposed replicas suitable for this situation (definitions), correlate with the appropriate fragment.
  - Compose a dialogue based on the monologue, using the clichés used in it by enlivening and expanding the latter.
  - Make up a dialogue to a series of proposed circumstances.
  - Based on the proposed situations and the list of mandatory phrases, prepare a dialogue.
  - Make up a dialogue for a series of pictures using sample phrases (“bring pictures to life”).
- You can also use the following language and speech games:

- "Remember Phrases" Several new sample phrases are written on the board, students memorize them for several minutes, then the teacher closes the board and the students must name (write) those phrases that they remember.
- "Broken phone". Players sit in a circle or line. The facilitator whispers quickly to the first player a sample phrase. The first player transmits what he heard to the second player, and so on down the chain to the last player. The latter must loudly voice what he heard. Often the initial phrase does not match the one voiced by the last player.
- "Who will answer the question?" All participants in the game are assigned a number. Each student rolls the dice twice. The first time he shows the number of the envelope with the statement or question, and the second time - the number of the player who must respond with a sample phrase to the statement or question.
- "Pantomime". Students are divided into groups and each group receives a card with a speech sample. The group must draw what is written on the card without words, the rest of the students need to guess this phrase.
- "Fixing bugs". There are errors in the given speech samples, it is necessary to correct them. Alternatively, you can “lose” one word from each phrase, and students need to remember and insert the “lost” word.

At the same time, we should not forget about the need for individualization of speech, which is noted in all existing programs. The student's speech should be not only concise, competent and consistent, but also individual, based on their own impressions. Therefore, it is important to remember that an excessive number of samples used will by no means decorate the speaker's speech, but will make it stereotyped and unnatural. In order to avoid the danger of an overabundance of introduced new phrases, as well as infrequent expressions when teaching speech samples, one can take into account the selection criteria applied to speech constructions.

Among the main criteria, one can single out: usage (frequency) and normativity; modernity; ambiguity; exclusion of synonyms; compliance with the circle of the most typical situations that reflect the relevant topics of training (taking into account age and interests).

However, it follows from the foregoing that teaching sample phrases is methodically justified and is one of the effective ways to enrich foreign language speech.

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