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COURSE PAPER

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INTRODUCTION

The educational-speech situation is the conditions set by the teacher necessary for implementation by the pupil of speech action according to the planned communicative task. The effectiveness of situations in learning depends on the exact orientation to a specific task, on its availability for the student, according to his interests and needs, his individual characteristics, his age. The use of speech situations in the classroom requires the teacher to be creative in organizing.In fact, only interesting material is remembered, otherwise there will be a decrease in the interest of students and their activity in the lesson. Educational-speech situations can be used in various types of speech activity in the classroom. If we create an atmosphere in the classroom, conducive to communication in a foreign language, the use of educational and speech situations are the best suited for teaching oral speech in a foreign language.

The modern method of learning foreign languages is the science of how to prepare students for real communication with native speakers by managing educational communication. The process of learning to communicate with foreign language is based on the laws of real communication and is its model. "Creating a learning process means to model the basic, fundamentally important parameters of communication, which include: the personal nature of the communicative activity of the subject of communication, mutual understanding and interaction of speech partners, the situation as forms of communication, a meaningful basis of communication process, a system of speech tools, the assimilation of which would ensure communication activities in communication situations, the functional nature of assimilation and use of speech tools, heuristic (newness) of communication.

Taking into account the above parameters of real communication in the learning process allows the teacher not only to solve educational and educational problems, but also to develop the abilities of students, which is especially important at the middle stage of learning, which carries the main burden in the forming the skills of direct communication with a partner. Its purpose is to teach interaction in the context of joint activities, self-expression and interaction within the framework of interpersonal relationships.

Today, "the ability to use a foreign language in a real communication situation to achieve mutual understanding of communicators" is considered as the ultimate goal of learning.

The educational situation is the conditions set by the teacher, which are necessary for the students to carry out speech action in accordance with the intended communication task. The effectiveness of learning situations depends on the exact focus on a particular task, its availability for the student, the correspondence of his interests and needs, his individual characteristics, his age. In determining the nature of situations against which speech should take into account the age characteristics of the psyche, norms, traditions and rules of behavior, the nature of needs and motives, life experience, plans students for the future.

In order for a student to act in the proposed circumstances using foreign language means, he or she must have experience in such circumstances in his native language. So, to find out which of the proposed situations are of interest to students and give them the opportunity to talk, we turn to the analysis of the age characteristics of adolescent students, which corresponds to the middle stage of education. The speech situation is a set of conditions, speech and non-speech, necessary and sufficient to carry out the speech action according to the plan;

Speech is a set of circumstances that necessitate the use of speech in order to influence one person in the course of activities; /

Speech situation is a specially created conditions, circumstances, a system of interactions of interlocutors for educational influence in the implementation of speech actions in a foreign language;

The situation is a set of circumstances in which communication takes place and the relationship between objects and phenomena of reality reflected in the statements;

Aim: the development of the student's personality, abilities and desires to participate in communication in a foreign language and independently improve in foreign language and speech activities; to develop speech activities.

Object: use of the assignment in the English language class and the process of developing communication and speech skills

Subject: educational-speech situation as the development of speaking skills of students in the classroom

Objectives: stimulate the motivation of the teaching, arouse interest in knowledge in the educational-speech situation and the desire to perform the task well.

I Theoretical basis of teaching foreign languages

Communicative methods of teaching foreign languages

The goal of this method is to teach a student to speak a foreign language not only freely, but also correctly. The modern communicative method represents a harmonious combination of many ways of teaching foreign languages, being, probably, at the top of the evolutionary pyramid of various educational methods. The communicative method (Communicative Approach) develops all language skills — from oral and written speech to reading and listening. Grammar is mastered in the process of communication in the language: − the student first memorizes words, − expressions, − language formulas and only then begins to understand.

Communication is first of all exchanging opinions, information, notions of social, cultural, political and other aspects of everyday life. The world around us is the world of communication in various spheres. And only at language lessons the only means of communication are textbooks and the lecturing teacher. In the classroom, the teacher is the source of information. And this communication is under control rather than free. In this case, the purpose of a teacher is to transform the communication with students to a pleasant, attractive and emotional lesson. Real communication is always informative, unpredictable and unexpected. If the teacher is always informative, interesting and unexpected, then even before the beginning if the lesson students will be disposed for a good lesson. But if the previous lesson is just the same as the next one, students will be bored with it before the lesson start. Even the most trivial dialogue can be transformed to a communicative one if no one knows a word of what will be said about. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The goal is to teach a student to speak a foreign language not only freely, but also correctly. At lessons of a foreign language, the teacher creates situations in which students communicate in pairs with each other, in groups. This makes the lesson more diverse. Working in a group, students show verbal independence. They can help each other; successfully

correct the statements of the interlocutors. The teacher in the classes takes over the functions of the organizer of communication, asks leading questions, and draws attention to the original opinions of the participants, acts as an arbiter in the discussion of disputable problems. Unlike audio-lingual and other methods based on repetition and memorization, the communicative method sets «open-ended» exercises: the students themselves do not know what their activity in the class will result in; everything will depend on the reactions and responses. Situations are used every day new. This is how students' interest in classes is supported: after all, everyone wants to communicate meaningfully in meaningful topics. Most part of the time in class is spoken (although reading and writing are also given attention). At the same time, teachers speak less and listen more, only directing the activities of students. The teacher sets the exercise, and then, «talking» to the students, receding into the background and acting as an observer and arbitrator. It is preferable that he uses exclusively the language he is studying.The communicative method is to assimilate the process of learning the process of communication, more precisely, it is based on the fact that the learning process is a model of the process of communication, albeit somewhat simplified, but in basic parameters adequate, similar to the real process of communication. The modern communicative method represents a harmonious combination of many ways of teaching foreign languages, being, probably, at the top of the evolutionary pyramid of various educational methods. Using the communicative method of instruction removes the language barrier. The speech situation is a set of conditions, speech and non-speech, necessary and sufficient to carry out the speech action according to the plan;

  Speech is a set of circumstances that necessitate the use of speech in order to influence one person in the course of activities; Speech situation is a specially created conditions, circumstances, a system of interactions of interlocutors for educational influence in the implementation of speech actions in a foreign language; The situation is a set of circumstances in which communication takes place and the relationship between objects and phenomena of reality reflected in the statements;

  Communicative Language Teaching emphasizes all the four skills - listening, speaking, reading and writing, but listening and speaking have special place in Communicative Language Teaching. Communicative competence has special importance more than linguistic competence in Communicative Language Teaching. Attention to the problems of communication, peculiar to adolescents, can be used by organizing orientation activities associated with entering into a situation. What he follows without realizing at times, the criteria that he himself uses, will become for him acutely aware, and this may be the key to the success of situational-organized speech communication. The analysis of the features of communication in adolescence leads to the conclusion that it is most likely possible to interest a teenager in interpersonal types of communication. It is very important that the situation put the student in front of such problems that he has to solve in life and that

correspond to his desire for self-assertion, self-expression. For example, consider the situation: The role of the father (mother) son (daughter);Conditions-parents do not let go to the camp, a trip with the class,Purpose:a) convince parents of their independence, preparedness;b) to point out to the child his weaknesses and difficulties awaiting him;Options-conditions and place of travel, its participants;Grammatical material-degrees of comparison; Vocabulary-words that characterize the quality of personality, verbs-to be able to know.At the middle stage of learning is mastering almost all the language material intended for productive learning. And all this material should be passed through educational and speech situations. This is the heyday of situational-oriented learning. When planning situational exercises at this stage, it is especially important to ensure the consistency of their use.Using educational-speech situations in my practice, I was convinced of their effectiveness. They contribute to the introduction of learning atmosphere of novelty, creativity, to create an interesting, exciting environment in the classroom, which does not leave indifferent students and contributes to the increase of speech activity of students. I would like to note that the underachieving students involved in a particular situation can not remain indifferent.The most obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more.Communicative activities are essential. Activities should be presented in a situation or context and have a communicative purpose. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.

Learners must have constant interaction with and exposure to the target language.

1.1 Educational-speech situations of teaching foreign languages

The educational situation should arouse the interest of schoolchildren, willingness to participate in communication and to be involved in it. For them, it's a kind of game. Educational-speech situations can be used in various types of speech activity in the classroom. "For educational purposes, language proficiency should always be considered in terms of the ability to participate in real communication, but not in terms of knowledge of individual elements of the language" And if we create an atmosphere in the classroom, close to the real, conducive to communication in a foreign language, the use of educational and speech situations are the best suited for teaching oral speech in a foreign language. The topic of the lesson is "My house". Here it is possible to offer a situation of search of the gone subject managed by someone from seniors. For example, mom can't find a book in its place. This situation teaches to use the turnover there is/ there are, prepositions under, in, on, verb to look, turns Where is my.., I can not find it. On the basis of this situation, a dialogue is possible, including tips to look under the bed, in the closet, etc., as well as questions and answers, clarifying the appearance of the missing book. But to approach this situation requires a lot of work in the classroom on the vocabulary and on the grammatical structure of there is/ there are. Let us consider another situation.The topic of the lesson is "Welcome to Moscow". Upon familiarization with the homework, students were introduced to the following situation. A group of students from one of the States of America should come to the school. They should be introduced to the sights of Moscow. Students were given the text as information, which is reported by guides-translators. The students were given the following tasks: Select the most interesting facts and characteristics from the information and note the sequence of their presentation in the message in order to learn how to prepare your own in the future. To prepare questions which in your opinion, tourists interested in additional information could ask the guide.

Prepare this kind of information at home.During the lesson, students worked in psychologically compatible groups. The effectiveness of the lesson was high, the students had no special difficulties in communication, since they often face such a situation on tourist trips. Separate three stages of the formation of educational and speech actions:

The first phase of the section begins with the teacher setting the task of working on the topic at the end. Then we discuss the situations that have arisen in the way of solving the problems, select speech actions that serve the listed situations.

The second stage of training consists of the automation of educational and speech actions by organizing a number of situations of speech action, i.e. microsituations, which are a fragment of the course-speech situation.

In the third stage there is a return to selected situations of the first stage, which are now fleshed out, detailed, and given a variety of options. Now in textbooks 5.6

classes Afanasieva and 7-9 classes Klementyeva such exercises many. And our teachers, following the recommendations, perform tasks of this type: Divide the class into pairs or groups.Students fill the tables with these words. Using the table, groups should make as much as possible grammatically correct sentences.

The teacher checks which group or pair has written the most correct sentences.

We know that in order to successfully learn a language, students must take an active part in it: ask questions in the learning process and to investigate the laws of the studied language. But some of our students feel that learning English is hard work for them. For some, it is not a means of communication and development and meet with him only in school and in books (I would like English to be for them a means of communication and development). To create motivation in the classroom, teachers give students the opportunity to tell their classmates and teacher something meaningful for themselves, real. Modern textbooks pay much attention to these types of work. To consolidate the studied lexical and grammatical structures, students must write sentences that reflect the actual state of things. (It is a shame that in the textbook keys are given almost everywhere, and our students have not yet got used to close the key first, and then check the correctness). Communication in English in the classroom looks unnatural: it only simulates real communicative situations. For example, after students meet at the beginning of the school year, they do not have the need to do it again. However, for better assimilation of this structure, it is necessary to repeat the language material on the topic of "Acquaintance" several times and in other situations. Also, students understand that in the classroom they do not need to learn how to go to a particular place, but they need to know how to do it in life. Therefore, in modern textbooks there is a large selection of tasks to practice the functional aspects of the language.

Description of terrain a stranger allows you to consolidate the vocabulary on the topic and at the same time be prepared for use in a real situation.

In all communication-oriented materials, there are many oral and written tasks for organizing work in pairs or in groups. We need to know when students communicate in English with each other, the total duration of each student's speech is longer than in a situation where children speak only to the teacher. Pair work also allows you to speak English in an informal setting. Working in groups increases the motivation of students, giving them the opportunity to exchange ideas and help each other.

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Learning a foreign language is aimed not only at mastering grammar and vocabulary of the studied language, but also the formation of foreign language communication skills
- speech situations. Students are offered close to real life tasks in the course of which systematically develop foreign languages speech skills (listening, speaking, reading and writing).

1.This approach involves creating an atmosphere of trust in the classroom and students are involved in the learning process. In the process of learning, students are included in the knowledge of the world. 2.Students take an active part in learning and cognition.3.Students are asked to Express their opinions, feelings, share experience.Students take in activities that mimic real-world situations.Students are encouraged to work together. Students develop the ability to learn.

The role of the teacher is different from the task at each stage of the lesson (medium information, observer, consultant).How are students included in the knowledge of the world? Students perform problem tasks that develop thinking: games, puzzles, quizzes. In doing so, they use English. Depending on the type of work in the classroom in the classroom, teachers behave quite flexibly: support students, do not dominate, try to help, being a source of information when children work in pairs. Needs to explain background information, explanation of assignments or to correct mistakes. Sometimes the teacher has the role of an observer when students work in groups or pairs. You can walk around the classroom and help individual students or groups. Basic language material it is repeated in subsequent lessons, because students must fix the lexical and grammatical structures several times and fix the lexical and grammatical situations in the dialogical speech and monological utterance. Regular repetition of vocabulary and functional aspect is very important for the development of understanding of how language functions (acts in life).

1.3 Types of educational-speech situations in teaching a foreign language

Types of educational-speech situations and their place in teaching oral-speech foreign language communication. To implement the practical goals of teaching foreign languages, consisting in the formation of skills and development of skills of oral and verbal foreign language communication, first of all, it is necessary to create conditions for active verbal interaction of students with each other and enhance their speech activity. In this regard, educational and speech situations aimed at motivating and stimulating communication in a foreign language are of leading importance in the educational process. In the methodology, these situations are referred to as open-type exercises, since they exclude the only correct option from vet, decisions, tasks, are creative in nature, and are aimed primarily at the content of the statement, thereby ensuring maximum speech activity of the trainees. Modern methodologists distinguish several types of educational speech situations. Let us consider the existing classifications of educational speech situations: I. Passov E. I. and stoyanovsky a.m. distinguish types of situations, based on the type of relationship between communicants . In their opinion, relationships are a system-forming component of any situation and can be set by four main factors: the social status of a person, his role as a subject of communication, performed activities and moral criteria. The authors distinguish:

1. Situations of social and status interrelations

2. Situations of role relationship

3. Situations of activity interrelations

4. Situations of moral interrelations

1. In situations of social-status relationships, it is the social status that determines the dominant relationships depending on the nature of communication of communicants and communicative tasks facing them. In educational and speech situations of this type, students act as representatives of the class, social strata, professional groups, political and social organizations, age groups, etc. the Functional side of the status, characterized by certain rights and obligations, is the role. Hence, role relationships arise between communicants. At the heart of the situations of activity relationships are relationships that develop in the activity itself, in the process of interaction of communicants. Creating situations of moral relationships is one of the most effective ways to stimulate communication, as they have the greatest "situational". These relations have an integrative character and have a key role in the teachings to create situations. The authors note that all human relationships represent an integrative unity and, depending on the dominance of any

type of relationship, the situation of speech communication can be considered, for example, as a situation of relations of joint activity, but this simultaneously means that it also includes other relationships. Thus, any type of relationship has a synthetic character. II. Skalkin V. L. allocates supplemented, problem, imaginary and role educational-speech situations [6], placing them in the following order according to the degree of difficulty: 1. Supplemented educational-speech situations involve the addition of new information, the completion of the description of something, the formulation of a conclusion, conclusions.

2. Systematically and deliberately created problem situations are of great importance for teaching untrained oral speech and contribute to the emergence of the motive and needs of statements, hypotheses, assumptions, activation of mental activity and speech activity of students, and the correct statement of the problem serves as an initial stimulus for the activation of speech activity. Safonova V. V. devoted her work to detailed consideration of problem situations. In her opinion, the creation of a problem situation is determined by the type of speech activity, sources of information and the nature of verbal and nonverbal supports, specific teaching methods, suggesting certain relationships between mnemonic and thought-creating activities. The problem educational-speech situation contains one of the extracurricular tasks "aimed at the development of mental (including creative) abilities of schoolchildren". To such problems Safonova V. V. includes: a) search and game tasks, the purpose of which is to improve certain qualities of perception, thinking, imagination and memory of students in the development of speech skills and abilities. b) communicative and search tasks aimed at the formation of students ' knowledge about the communicative meaning and purpose of the studied language units and the ability to design a foreign language speech in accordance with its intended communicative content, as well as the ability to adequately interpret it; C) communicative-oriented (including role-playing) speech games that develop students ' skills of dialogical and monological speech and form knowledge about various aspects of the culture of human behavior in situations of everyday communication; d) cognitive-search, cultural (including cultural and linguistic) tasks and assignments to promote higher level of education socio-cultural and development-oriented socio-cultural, communicative-cognitive, communicative and linguistic skills, as well as integrating the study of languages and cultures in the context of the dialogue of cultures and civilizations.

3. Imaginary educational-speech situations are based on the imagination of participants of speech communication. Such situations involve a dispute, discussion, defending your opinion.

4. Role-based educational and speech situations involve specifying the social roles of participants and set the task for students to "enter" the appropriate image and determine the topic of conversation on their own . When modeling such situations,

you can also specify some details of the conversation. There are two main, often repenting types of roles: social and psychological .

II. Practical implementation of educational-speech situation

1.4 Lessons for primary classes

6th grade. Students were also asked to perform several speech exercises to help solve the communicative tasks that arise before the speakers. Exercise 1. Match the statements and their speakers.We play the Cup Final at Wimbledon, near London.The motherland of this game is England.It's a popular winter game and it is played at school, colleges and universities.cricket player;tennisplayer;football player.Exercise 2. Respond the following (agree or disagree):Russia people have always paid much attention to sport.Sport keeps people fit.Winter sports are very popular in Russia.Exercise 3. Answer the following questions, give your own ideas and examples.What are the most popular outdoor summer sports in Russia?What game takes the first place in public interest? When do many people in include boxing, athletics and gymnastics?Exercise 4.Characterize the following:BasketballFootballBoxing

  Repeating and fixing the lexical and grammatical material on the topic, a conference game "Popular British Sports"was held in the class. Students took the following roles: presenter, sports commentator, footballer, Rugby player, etc. each participant spoke about the sport he represents, the audience asked questions about the advantages and disadvantages of the sport, etc.in the end, the guys were divided into pairs: journalist and famous athlete. The journalist interviews the athlete. As a result of experimental and experimental training, students were able to independently compose relatively error-free from the lexical and grammatical side of monological and dialogical statements. Students got acquainted with various conversational cliches and cliches, learned to use them in the right speech situations. Teaching oral speech is one of the main practical goals of teaching a foreign language. There are a number of difficulties in mastering oral speech in a foreign language. Until recently, not enough attention was paid to teaching oral speech.

  When teaching oral speech, speech exercises are often used to ensure the development of the ability to use the accumulated language material in a speech situation. Along with the development of situational speech exercises, it seems necessary to improve the preparatory exercises, which can also be given a situational character. The desire to create conditions in the classroom that mimic the natural environment of speech communication leads to the dismemberment of the problems of dialogical and monological speech. Currently, enough attention is paid to the training of oral speech, but still the emphasis is on training exercises. The attention

of teachers is directed mainly to making these exercises diverse, lively, to ensure a good pace of lessons, to involve the maximum number of students in the work. One of the important places in the lesson is occupied by games, singing, etc. much attention is paid to visibility (pictures, movies, etc.).

The content of the speech, as a rule, is prompted by the teacher in the form of a leading question, a picture that is described... Students, as a rule, do not have to decide for themselves what should be said in a particular case. And this makes students with a solid supply of language material, completely helpless outside the lesson and that is why experienced teachers turn to situational methods of teaching speech.

In the process of solving problems associated with the formation of skills and development of speech skills, the teacher mainly encourages students to repeatedly use new language units in speech, in situations approaching real speech communication, i.e. the formation of students ' internal motivation to speak in a foreign language. Accordingly, all the tasks for the organization and stimulation of educational activities of students in the process of formation of skills and development of speech skills, students can be combined into a special class of stimulating oral and written speech. At formation of speech skills stimulation of foreign speech of pupils is carried out by modeling of identical educational and speech situations and use conditionally-speech exercises that allows the teacher to induce pupils to repeated use of a new language material and purposefully to operate process, gradually complicating tasks and exercises and increasing degree of independence of pupils in the course of their performance by reduction of number of their supports. The teacher is a source of information, acting alternately in the roles of writer, Director, actor, leader of the educational team. The teacher thoughtfully involves everyone in a common activity, pre-allocates roles for each new game, makes a temporary leader of each, in a word, teaches to communicate. There are three stages of formation of educational and speech actions:

The first stage of work with the section begins with the fact that the teacher sets the task to carry out work on the topic at the end. Further the situations which have arisen on the way of the solution of tasks are discussed, the speech actions serving the listed situations are selected.The second stage of training consists of automation of educational-speech actions by the organization of a number of situations of speech action, i.e. microsituations representing a fragment of a course-speech situation.

At the third stage there is a return to the selected situations of the first stage, which are now concretized, detailed, receive a variety of options. The relationship between the topic and the educational-speech situation depends on the features of reality, which this topic reflects. When choosing a situation, you should consider its role in the life of the child. The topic should be close to him and interesting.

There are three stages of learning a foreign language: primary (4-5 grade),

secondary (6-8 grade), senior (9-11 grade). When selecting topics and assigning roles, the characteristics of each stage should be taken into account. Learning foreign languages in high school is learning to communicate with the help of foreign languages. The success of learning to communicate depends largely on the extent to which the content and methods of training will correspond to the peculiarities of foreign language communication. Educational communication should be close to natural communication. Mastering the cognitive function of a foreign language is methodically provided as well as mastering it as a means of communication. Therefore, the methodology is justified to consider a foreign language only as a means of communication.
As integrative learning objectives describe the formation of foreign language communicative competence, i.e. the ability and the readiness of students to implement foreign language communication and mutual understanding with native speakers of the target language, as well as the development and education of schoolchildren by means of the subject.Communication, therefore, is a fundamental factor in ensuring the adequacy of communication.The success of teaching practical knowledge of a foreign language is largely determined by the organization of the language material, which should be adequate to the communicative goals of teaching foreign languages. It must be complex, since only a complex Union of aspects of language in speech units on a syntactic basis - at the level of the sentence-can be the basis of speech communication. Communication is realized through types of speech. As in speech, in communication there are two components: the content of thought and the means of its registration by language means. When learning a foreign language as a communication tool in activity method the emphasis is on learning to design thought language means a foreign language, not on teaching the content of thought and its build up. In the existing technologies of communicative type, the emphasis is shifted from teaching the design of thought by language means of a foreign language to the content of thought and its construction. Speech as a social phenomenon and is a replacement of real objective objects (a pen - not the pen itself as such, as a thing) in their generalization, brings the imagination of the student to a new stage-a social stage in teaching a foreign language-the ability to mentally imagine the educational situation not only for themselves, but also for the partner (presumably, variatively, expected), and to imagine not abstractly, but based on this educational situation, on this linguistic informative material.
As a basis for teaching speech activity in a foreign language, not individual words and the rules of their connection into sentences (aspect organization) are accepted, but ready-made speech formations in which vocabulary interacts with grammar and phonetics in a certain way in accordance with the norms of the studied language (complex organization). The leading component in communicative competence are speech (communicative) skills, which are formed on the basis of: a) language knowledge and skills; b) linguistic and country-specific knowledge.

The communicative competence includes the following important skills: a) to read and understand simple, authentic texts (understanding the main content and full understanding); b) to communicate orally in standard situations of educational, labor, cultural, household spheres; C) orally to briefly talk about yourself, the environment, retell, Express an opinion, assessment; d) to understand by ear the main content of simple authentic texts. Teaching oral speech is one of the most difficult tasks in the process of teaching a foreign language. The main reason for the difficulties in teaching oral speech is that the language material, which a person must master, appears in a completely new aspect - they need to be owned actively as a means of communication, and not just for recognition and recognition, which is a task in the receptive perception of language.

1.5 Lessons for secondary classes

GRADES 7 – 9.

We are a new pupil and talk with our classmates about the time-table. 2. We were absent from school yesterday.Ta1k with uoig friends about wbat they did yesterday. Start the conversation. 3. invitedfriends to your birthday party. Start the conversation at birthday dinner. 4. have just returned from a trip to Moscow. Start the conversation with your parents. 5. We are the shop assistant suggesting Christmas gifts to a group of school children. 6. age a police officer in the street. Three members of the school group from the U. S. A. have become separated from their group. Don't let them find the way to the hotel. 7. age at grandparents ' house watching television. You don't like the program. Try to convince your grandmother and grandfather to switch to another program. 8. age a librarian. Try to convince the boys who age not very much interested in reading to choose some interesting books for their English class.

The highest degree of difficulty is the independent expression of thoughts and feelings by means of a non-native language. Here the speaker must possess not only the syntactic-morphological structure of the language, but also a complex system of word compatibility, which is always specific and largely does not coincide with the compatibility in the native language of the subject of speech.

Now in Russia it is possible to observe attempts of original "revision" of a technique of teaching of foreign languages. There are many supporters of the direct method, who rebel against the so-called grammatical-translation method, or the method of conscious learning (critics incorrectly put an equal sign between the two terms). What causes this situation in the Russian methodology? The goals of teaching have changed. Previously, the main practical task that both secondary and higher schools could set themselves was to teach students-adults and children-the ability to read, because then direct international contacts were insignificant and not particularly encouraged. At present, a large number of citizens need to have oral contacts with representatives of various countries. In addition, a very large number of citizens provide assistance to developing countries, hence the need to be able to use intermediary languages in order to

communicate with the local population of these countries. Therefore, now the tasks of teaching foreign languages have become different. It is necessary to teach not only the ability to read literature fluently, mainly in the specialty, but also the ability to communicate orally in a foreign language. Speaking as a type of speech activity is primarily based on language as a means of communication. Language provides communication between the communicators, because it is understood both by the one who reports information, encoding it in the meanings of words selected for this purpose, and by the one who receives this information, decoding it, i.e. deciphering these meanings and changing his behavior on the basis of this information.

  The simplest kind of oral speech is a dialogue, i.e. a conversation supported by the interlocutors, jointly discussing and resolving any issues. Conversational speech is characterized by replicas exchanged by speakers, repetition of phrases and individual words for the interlocutor, questions, additions, explanations, the use of hints, understandable only to the speaker, a variety of auxiliary words and interjections. Features of this speech largely depend on the degree of mutual understanding of the interlocutors, their relationships. Very often in a family environment, the teacher builds a dialogue is not like in the classroom when communicating with students. Of great importance is the degree of emotional arousal in conversation. Confused, surprised, delighted, frightened, angry person does not speak as in a calm state, not only uses different intonations, but often uses other words, turns of speech. The second kind of oral speech is a monologue, which is uttered by one person, addressing another or many persons listening to him: this is a teacher's story, a detailed response of a student, a report, etc.Monologue speech has a great compositional complexity, requires completeness of thought, more strict observance of grammatical rules, strict logic and consistency in the presentation of what the speaker wants to say monologue. Monological speech presents great difficulties in comparison with Dialogic speech, its detailed forms in ontogenesis develop later, its formation in students, especially in English lessons, is a special task that teachers have to solve throughout the years of training. It is not by chance that there are adults who are able to talk freely, without difficulty, but who find it difficult, without resorting to a pre-written text, to make an oral message (a report, a public speech, etc.), having a monological character. This is often a consequence of insufficient attention of school teachers to the work on the formation of students ' monological speech in a foreign language. When following the principle of communicative orientation, the whole system of the teacher's work is subordinated to the creation of a motivated need for foreign language and speech activity in the student. Speech operations when working on language material should (where possible) be communicative in nature. In short, the basis of oral

speech training should be communication, the need for communication, the ability to communicate, the practice of communication.

1.6 Analysis.

Using educational-speech situations in my practice, I was convinced of their effectiveness. They contribute to the introduction of learning atmosphere of novelty, creativity, to create an interesting, exciting environment in the classroom, which does not leave indifferent students and contributes to the increase of speech activity of students.

When preparing for lessons, I take into account the multi-level preparation of students and divide students in advance, taking into account their psychological compatibility into subgroups, in which there are both weak and strong students. This division has a positive side : first, weak students are drawn to the stronger; secondly, strong students, helping the weak, consolidate their knowledge.

The use of communication situations in the classroom requires the teacher to be creative in organizing this type of activity. In fact, only interesting and interesting material is remembered, otherwise there will be a decrease in the interest of students and their activity in the lesson. The situation in the lesson.

The topic of the lesson is "My house". Here it is possible to offer a situation of search of the gone subject operated by someone from seniors. For example, mom can't find a book in its place. This situation teaches to use the turnover there is/ there are, prepositions under, in, on, verb to look, turns Where is my.., I can not find it. On the basis of such a situation, a dialogue is possible, including tips to look under the bed, in the closet, etc., as well as questions and answers clarifying the appearance of the missing book. But to approach this situation requires a lot of work in the classroom on the vocabulary and grammatical structure of there is/ there are.

The topic of the lesson is "Welcome to Moscow". When reviewing the homework, students were introduced to the following situation. A group of students from one of the States of America should come to the school. They should be introduced to the sights of Moscow. Students were given the text as information, which is reported by guides-translators. The students were given the following tasks:

Select the most interesting facts and characteristics from the information and note the sequence of their presentation in the message in order to learn how to prepare your own in the future.Prepare questions that in your opinion, would be to ask the tour guide tourists interested in more information.Prepare this kind of information

at home. During the lesson, students worked in psychologically compatible groups. The effectiveness of the lesson was high, the students had no special difficulties in communication, since they often face such a situation on tourist trips.

Educational-speech situations can be used in various types of speech activity in the classroom. "For educational purposes, language proficiency should always be considered in terms of the ability to participate in real communication, but not in terms of knowledge of individual elements of the language" [3]. And if we create an atmosphere in the classroom, close to the real, conducive to communication in a foreign language, the use of educational and speech situations are the best suited for teaching oral speech in a foreign language. When working on task cards, students can (in accordance with the technologies of personality-oriented learning) perform the task either as a whole group, or each of the students performs a separate part of the task, then all the parts are "brought together" by the group members. As for natural situations of communication, it is quite difficult to create them in an educational environment and, if favorable conditions have already arisen for this, it would be unwise to miss such an opportunity. Moreover, the violation in this regard of the normal course of the planned educational activity does not threaten with special complications, since exactly the same educational situation can be easily created at any other time of the educational process. But the natural situation of communication in a learning environment can arise, even if you do not make any effort. After all, in order for the educational process to develop normally, its participants must communicate with each other. You can enter the situation in the form of some segments of reality, recorded verbally or graphically, i.e. in the form of texts or drawings. It is worth emphasizing that the situation as a reflection of objective reality has certain features, the identification of which contributes to the disclosure of factors of great methodological importance. The emergence in our consciousness of connections between the elements of the situation is caused by the presence of these elements. It can be real or imaginary objects or phenomena, which is one of the signs of the situation. The second feature is the connections and dependencies between the elements. The process of the emergence of a situation in the consciousness of a person-a process, apparently, purely individual: it depends on the relationship of established relationships to activity. These connections and dependencies can act in different ways: as prerequisites of activity or as its results. For us, the participants of the dialogue, the replica of the interlocutor as the beginning of a conversation on a certain topic is a prerequisite of our speech activity-our response replica, for our interlocutor his replica-the result of speech activity. The fourth sign is the presence of activity determined by the connection of elements and having its ratio: we, the participants of the dialogue, utter a response to the proposed conversation topic by the interlocutor or refuses to speak on this topic. Naturally, failure is also seen as an activity. The fifth sign of the situation is the obligation of awareness, understanding of the assessment. Awareness is a mandatory

subjective element that contributes to the "discovery" of the situation that is up to this point in the state of occurrence as an objectively existing reality.

Finally, the sixth sign of the situation is its dynamism. The situation can change under the influence of a variety of factors: objective, when our response to the proposed interlocutor topic of conversation is interrupted, for example, a call from a lesson; subjective, when our interlocutor for some reason known to him alone changes the topic of conversation, which in some cases can affect the situation. The terminology of using URS in teaching oral foreign language communication is vital for the teacher, because it is impossible to teach communication without creating a situation and putting students in the conditions of real communication in English lessons. The process of communication should begin from the first minutes of the lesson. The function of the beginning of the lesson is to introduce students to the atmosphere of foreign language communication, rebuild the speech organs and make the brain work in the right mode. For this purpose, speech charging is used. Many teachers begin a lesson with argoment, but often it becomes a barrier in establishing contact. From day to day repeated phrases "Who is on duty?", "What date is today?"causes only memorized answers "No Petrov", "I'm on duty" , etc., which can not serve as an example of communication. Some teachers believe that there is no need to waste time on "all sorts of talk", they begin with the case: "So, get ready. Everyone listening?". It is impossible to establish speech contact in this way. And this is not so difficult to do: questions concerning recent events or problems of students, a few suggestions concerning the teacher himself – if the interlocutor feels sincerity in the statement, he will react to it. So there is a contact in communication.

In addition, the situation acts as a way of presenting the material. Presentation is understood as showing the functioning of a speech pattern in speaking. When we come to the study of, say, the future tense, and begin with the fact that it is such and such a form, which is so and so formed, and give examples, we voluntarily or involuntarily bring to the fore the structural side of the grammatical phenomenon. For communication, the functional side is primary, and it can only be represented in a situation. This is especially true of grammatical models with complex situational conditionality or with situational conditionality other than in the native language. In the case of a situational presentation, the student immediately sees an image of the result, realizes that the main thing is the use of a speech image. Speech units, uttered or perceived outside the situation, do not remain in the memory, because they are not significant for a person. Even if they are imprinted, they are of little use, because, not being marked by the situation, they lose the ability to transfer.

If we remember what importance psychologists attach to the first meeting with a phenomenon, when the Foundation of the impression is created, it becomes clear the exceptional importance of situational presentation of the material.

The situation acts as a condition for the formation of skills. Flexibility is not given to the skill after it is formed, it develops in the process of formation, thanks to special

conditions. The most important is situational. After all, the most important feature of this approach is that pragmatism is necessary not only for developing skills. The situation is a condition of skill development. The need, for example, to convince someone of something can naturally arise only when the situation is not set from the outside, but is a consequence or precursor of events in which the interlocutors are involved. The wider and deeper the connection of this situation with all activities, the easier the motive arises: the substance of consciousness is human activity (A. N. Leontiev).

And yet, how will we use educational-speech situations in the classroom? Well, first, you need to start somewhere and it is better to do it with the representation of the characters of the situation of communication, who is the participant of communication.Secondly, to create a learning environment, that is, as in the methods of creating URS, we rely on pictures, videos and audio recordings. Thirdly, there is a distribution of roles to students, that is, a communicative task is set, what students will learn at the very end and what they will be able to talk about. Fourth, the important point is the sequence of the situation, in this case its complication, from less common to more common. For example, when studying the topic of the role of reading in human life (grade 9, UMK Kuzovleva VP) the first important situation may be a conversation about favorite writers. The next is about the last book read, the third is about the role of reading in everyone's life. And as a result, there will be a monological statement in the condition of a communication situation, where students will prove that reading plays an important role in the life of any person, and this statement will include those micro situations that students have presented before. Having considered the problem of learning speech situations in the foreign language class, you can make the following conclusions: the problem of speech situation is the key in making a modern process of teaching foreign languages; speaking may be in the form of monologue (coherent) speech and dialogue (conversation), although in essence this distinction is somewhat artificial; it is necessary to take into account the linguistic peculiarities of each of the forms of speech, the conditions of their occurrence; in teaching speaking, it is necessary to show students the common that is characteristic of speech communication in both native and foreign languages. Educational and speech situations recreated in the learning process should be applied in accordance with the general principle of accessibility, i.e. from simpler to more complex. However, none of the classifications provides a complete and clear picture of the complexity of each type and, accordingly, how they are used in foreign language classes. Moreover, a comparative analysis of the classification data shows that they complement or to some extent repeat each other. For example, conditioned situations are essentially micro-situations, and unconditioned situations are macro-situations. In our opinion, the types of relationships on which Pass Ov. and Stoyanovsky A.M. distinguish four types of situations are closely related and in practice there is a difficulty in

categorizing situations to one type or another. Moreover, they can be attributed to the conditional type of classification of Solova E.N. In its classification we will not consider real situations, as they are by definition not conditional-speech. With regard to non-language and language situations, it should be noted that the choice of means of creating a situation largely depends on its type and level of education. The basis of the selection of speech situation. The main pedagogical tasks are: (a) To provide certain information on the subject matter of study - language categories, facts, modes of activity, etc. (mainly at the stage of explaining the new material and the initial stages of its consolidation); b) to organize the educational and practical activities of students, their mastery of methods of activity (skills and skills) (performed mainly in consolidation, repetition, as well as homework checks); (c) To test the students' knowledge, skills and skills (performed during homework and survey testing, as well as in special and analysis of the work).Typical are such, for example, as an organization of students at the beginning of the lesson (at the stage of the so-called organizing-moment), the situation of the teacher's acquaintance with the new class (at the beginning of the school   year)

In educational-speech situation it is necessary to consider also a place and time of implementation of speech action as any action is and in time.Speech communication in the conditions of educational activity necessarily implies the presence of communicants who come into speech contact. E. P. Shubin notes that at least two communicants participate in the acts of language communication, one of whom carries out the transmission of a message, and the other - its reception. In psycholinguistics, it is customary to use the terms "transmitter" and "recipient" respectively to refer to communicants who transmit and receive language messages.

Conclusion..

In the lesson, speech situations perform stimulating and educational functions, and an important aspect in the formation of speech situations is the formation of speech skills of students. Educational and speech situations are a limitless combination and combination of different structural elements, which are selected depending on the tasks of learning. With the help of them, students improve their speech skills in accordance with the norms of behavior and speech etiquette, learn to use adequate speech tools. Accordingly, it can be argued that speech situations in foreign language lessons are a universal method of teaching foreign language speaking, used in the formation of a secondary language personality. Educational and speech situations can be used in different types of speech activity in the lesson. "For educational purposes, language proficiency should always be seen in terms of the ability to engage in real communication, but not in terms of knowledge of certain elements of the language." And if we create an atmosphere in the lesson that is close to the real one, conducive to communication in a foreign language, then the use of educational and speech situations is the best fit for learning spoken language in a foreign language.

The modern method of learning foreign languages is the science of how to prepare students for real communication with native speakers by managing educational communication. The process of learning to communicate with foreign language is based on the laws of real communication and is its model. "Creating a learning process means to model the basic, fundamentally important parameters of communication, which include: the personal nature of the communicative activity of the subject of communication, mutual understanding and interaction of speech partners, the situation as forms of communication, a meaningful basis of communication process, a system of speech tools, the assimilation of which would ensure communication activities in communication situations, the functional nature of assimilation and use of speech tools, heuristic (newness) of communication.

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