



DEVELOPMENT OF FLUENCY OF FOREIGN LANGUAGE SPEECH AS A LINGUODIDACTIC PROBLEM

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Annotation

In this article, issues related to teaching a foreign language are considered through the prism of a communicative approach. The task of the latter is to maximize the approximation of students' speech to the speech of native speakers in terms of literacy and "smoothness". The set of exercises created by the authors for the development of fluency of English-speaking speech showed high efficiency during the experiment. This work expands the understanding of the use of modern techniques in a foreign language lesson, summarizes the experience of introducing fluency exercises in the process of teaching speaking and offers developments ready for use in English classes. The above determines the theoretical and practical significance of this study.

Keywords: communicative approach to teaching foreign languages; teaching speaking; speech fluency; developing English speech fluency exercises.

LINGVODIDAKTIK MUAMMO SIFATIDA CHET TILIDAGI NUTQNING RAVONLIGINI RIVOJLANTIRISH

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Annotatsiya

Ushbu maqolada chet tilini o'qitish bilan bog'liq masalalar kommunikativ yondashuv prizmasi orqali ko'rib chiqiladi. Ikkinchisining vazifasi savodxonlik va "silliqlik" nuqtai nazaridan talabalarning nutqini ona tili nutqiga iloji boricha yaqinlashtirishdir. Mualliflar tomonidan ingliz tilida ravonlikni rivojlantirish uchun yaratilgan mashqlar to'plami tajriba davomida yuqori samaradorlikni ko'rsatdi. Ushbu ish chet tili darsida zamonaviy usullardan foydalanish tushunchasini kengaytiradi, og'zaki nutqni o'qitish jarayonida ravonlik mashqlarini joriy etish tajribasini umumlashtiradi va ingliz tili darslarida foydalanishga tayyor bo'lgan





ishlanmalarni taklif etadi. Yuqoridagilar ushbu tadqiqotning nazariy va amaliy ahamiyatini belgilaydi.

Kalit so'zlar: chet tillarini o'qitishga kommunikativ yondashuv; og'zaki nutqni o'rgatish; ravon nutq; ingliz tilida ravonlikni rivojlantirish uchun mashqlar.

РАЗВИТИЕ БЕГЛОСТИ ИНОЯЗЫЧНОЙ РЕЧИ КАК ЛИНГВОДИДАКТИЧЕСКАЯ ЗАДАЧА

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Аннотация

В данной статье вопросы, связанные с преподаванием иностранного языка, рассматриваются через призму коммуникативного подхода. Задача последнего - максимально приблизить речь учащихся к речи носителей языка с точки зрения грамотности и "плавности". Созданный авторами комплекс упражнений для развития беглости англоязычной речи показал высокую эффективность в ходе эксперимента. Данная работа расширяет понимание использования современных методик на уроке иностранного языка, обобщает опыт внедрения упражнений на беглость речи в процесс обучения разговорной речи и предлагает разработки, готовые к использованию на уроках английского языка. Выше изложенное определяет теоретическую и практическую значимость данного исследования.

Ключевые слова: коммуникативный подход к обучению иностранным языкам; обучение разговорной речи; свободное владение речью; упражнения для развития беглости английской речи.

Introduction

In modern society, mastering a foreign language is necessary for any person for personal growth and social realization. Education as one of the most important public institutions is aimed at satisfying the needs of the individual and society. According to modern educational standards, the most important goal of teaching a foreign language is the formation of communicative competence. The communicative





approach in teaching a foreign language involves solving a number of tasks, among which the priority is the question of the maximum approximation of the speech of students to the speech of native speakers in terms of its naturalness and correctness. Literacy and fluency are important characteristics of such communication. The latter is one of the most significant qualities of oral speech and an indicator of the effectiveness of teaching a foreign language. Moreover, speaking fluency acts as one of the main criteria for evaluating the "oral" part of most international exams, for example, FCE, IELTS, TOEFL [5].

The experience of teaching at the Faculty of Foreign Languages of Samakand State Pedagogical University allows us to conclude that the development of skills and abilities of fluent speech causes significant difficulties in teaching English to linguist students. On the other hand, the federal state educational standard puts forward requirements for the free expression of thoughts using a variety of linguistic means; as well as semantic, communicative and structural continuity between the compositional elements of the text, super-phrasal units, sentences [5]. In this regard, the question of finding effective ways to develop the speed and "smoothness" of a foreign-language oral utterance, in which there are no excessive pauses and repetitions, is acute. The above indicates the undoubted relevance of scientific research conducted in this area of methodology. The purpose of this study is to show the effectiveness of exercises that, when systematically introduced into the lesson, significantly increase the fluency of English-speaking students.

Literature Analysis

The theoretical basis for our research was the work of well-known foreign and domestic scientists in this field - C. Fillmore [5], P. Neishna [2,], T.M. Balykhina [3], M.S. Netesina [3], A.A. Akishina [1], O.E. Kagan [1], A.A. Alkhazhshvili and others [2]. An analysis of the literature has shown that, although the term "fluency" is regularly used in methodological works, there is no single point of view on the definition of the concept. Various characteristics of fluency can also be found in scientific research. A prominent American researcher of the issue, Charles Fillmore, by fluent speech means the ability to speak for a long time without significant pauses [2, 85-101].

In his opinion, a fluent speaker has the ability to create coherent, meaningful and semantically filled works of speech. Additionally, the features of fluent speaking according to H. Fillmore are the use of a suitable word or expression from a wide range of contexts and creativity in choosing language units. Another authoritative English-speaking scientist, P. Nation, puts its speed and smoothness at the forefront among the aspects of fluency of speech; in addition, the author attaches great importance to





the intonation parameters of a fluent utterance – pronunciation, rhythm, pauses, logical stress [3, 377-384]. As for the Russian methodological tradition, there is also a variety of scientific opinions about fluency of speech. Thus, T.M. Balykhina and M.S. Netesina understand by fluent speaking the ability to create long spontaneous utterances that correspond to the nature of spoken speech [3, 62-67]. According to A.A. Akishina and O.E. Kagan, fluency acts as a criterion and is defined as the final characteristic of foreign language communication at the professional level [1]. Among other features of fluent speech, scientists call lexical and grammatical purity, clarity, stylistic adequacy. The famous Georgian Soviet philologist and teacher A.A. Alkhazishvili notes that a fluent speech is a speech in which there are no pauses, repetitions, etc. unjustified by the development of reasoning [2]. From the point of view of O.G. Polyakov, fluency is nothing more than a formed ability to speak the language being studied [4].

Methodology

It is emphasized that fluent speech is distinguished by correctness in pronunciation, intonation, grammatical and lexical terms; it should be as close as possible to the natural speech of native speakers. The qualitative characteristics of such speaking include breadth of range, variety, accuracy, lexical economy, lexical complexity and metaphoricality [5, 166-175]. Summarizing the above views on the problem of determining the fluency of speech and its inherent properties, we can conclude that there are two main positions in the methodology of teaching a foreign language. In a broad sense, fluency is associated with the creation of communicatively successful, semantically and grammatically rich utterances in which the speaker demonstrates the ability to effectively use all language means, navigate in a changing communication situation, creatively approach the selection and use of language units. Such an interpretation of the concept is rather an ideal, the ultimate goal that a foreign language learner strives for throughout the entire course of study. On the other hand, there is a brief, but at the same time capacious understanding of fluency – it is a fast and smooth speech with the absence of unjustified pauses and repetitions in the development of reasoning. The present study is based on the last of these approaches. In the practical part of the work, first of all, we observed the English-language speech of students of the Linguistics department of the Faculty of Foreign Languages of the Samarkand State Pedagogical University. It is established that the oral utterances of the majority of students (80 percent of the total number of observed) are characterized by a reduced pace, intermittent speech flow; repetitions and pauses not provided for by a given communicative situation. Further, it was hypothesized that





the systematic introduction of exercises for the development of fluency into the educational process will allow students to significantly improve their fluency skills in English. To confirm this hypothesis, an experimental test of the level of effectiveness of teaching fluent speech in classes on the Practice of oral and written speech was carried out.

Result

This experiment included three stages: ascertaining, forming and control. The purpose of the formative stage was to implement a program for the formation of fluent speech skills; the participants of the experiment (group "A") performed tasks that were adapted by the authors of the study to the course program. The implementation of these exercises was given from 10 to 15 minutes at each lesson. It is important to note that the students of the control group ("B") continued to study according to the previous program. Next, following the logic of our work, we turn to the system of developed exercises. In the course of educational activities, several forms of work were identified that stimulate the fluency of students' speech. First of all, these are tasks aimed at building increasingly detailed statements from the source. These include variations of the exercises Chain Story, Snowball Game, Fortunately/Unfortunately and Pile Up. So, in Chain Story, students take turns completing the story, while repeating the replicas of classmates. The game Fortunately / Unfortunately is built on the same principle, however, each new sentence of the story should be opposed to the previous one and begin with the introductory words fortunately or unfortunately. When performing the Pile Up exercise, the original short phrase turns into an increasingly expanded work of speech due to the inclusion of additional lexical units. Such tasks involve repeated repetition of the same utterance, which contributes to increased fluency of speech. Exercises where students have to express their thoughts in the allotted time period are also extremely useful. Here you can highlight tasks such as Speed-dating, High-Volume, Just a Minute, Stopwatch. Let's describe some of them. So, in Speed-dating, students sit or stand opposite each other, each of them is given a list of questions. The task of each student is to ask as many questions as possible and get detailed answers from the interlocutor in 1-2 minutes. The time limit creates a certain pressure, forcing you to speak faster and make fewer pauses. The Stopwatch exercise is somewhat different in nature, where students also give answers to open-ended questions, while the teacher fixes the time. Answering each subsequent question, the student should try to beat his own time record and speak longer and longer. With such a formulation of the task, the student's attention is distracted from the linguistic expression of the utterance, and the fear of making a





mistake no longer restrains the pace of speech. Special attention should be paid to exercise 4/3/2 Activity, the essence of which is to repeat one oral text three times with a gradual limitation of the time frame. Reducing the time forces the speaker to speed up the pace of speech, remove pauses, exclude insignificant or repetitive information, and choose more economical formulations. Repeating the same utterance adds confidence and allows you to focus on the content of speech, rather than on finding means of expressing thoughts. Finally, the form of work that successfully stimulates fluency of oral speech is the so-called Free.

Conclusion

Here, students in pairs or groups get the opportunity to discuss questions or speak out on a problem that arouses interest and emotional response. This type of activity involves minimal intervention on the part of the teacher, who acts only as a moderator of the discussion and at the same time refrains from correcting mistakes. Factors such as the desire of students to express their point of view, the absence of fear of being interrupted or corrected, and the naturalness of the communicative situation have a positive effect on fluency of speech. Pyramid Discussion can serve as an interesting variation of the previous task, where students are invited to come to a consensus on a controversial issue, discussing it first as part of pairs, then in mini-groups and, finally, all together.

At the final – control – stage of experimental work, the task was set to trace changes in the development of fluency of English-speaking speech and, in general, the communicative competence of students. In addition, we made an attempt to identify the effectiveness of the developed exercises and prove the hypothesis put forward at the beginning of the research path. In this regard, at the end of the experimental classes in groups "A" and "B", the final testing was conducted. Diagnostics of the results showed that about 50 percent of the participants in the experiment significantly improved their fluency skills, while 30 percent of the students' fluency approached the reference. The level of fluency of English-speaking students in the control group increased by only 30 percent. During the pilot test, the tasks 4/3/2 Activity and Pyramid Discussion showed great effectiveness in the training of fluent speaking. Thus, the conducted experiment strongly suggests that regular performance of special tasks contributes to the appearance of smoothness and fluency in the speech of students. The students began to speak confidently, with an emphasis not on the form, but on the content of the utterance, which, as a result, led to the successful formation of communicative competence. This work expands the understanding of the use of modern techniques in a foreign language lesson, summarizes the experience





of introducing fluency exercises in the process of teaching speaking and offers developments ready for use in English classes. The above determines the theoretical and practical significance of this study.

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