

## A SYSTEM OF EXERCISES TO IMPROVE STUDENTS' MONOLOGUE SPEECH

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ABSTRACT	KEYWORDS
<p>The article presents material on a purposeful system of work carried out in a functional and stylistic aspect to improve the oral and written speech of students. Based on the set goal, as well as depending on the tasks to be solved at each stage, a system of exercises can be proposed. So, at the first stage, analytical exercises are mostly performed, at the second — analytical-constructive and constructive, and at the third – only constructive.</p>	<p>Oral and written speech, speech utterance, monologue speech, the principle of conscious assimilation of knowledge about language, development of theoretical knowledge, active speech activity, Russian language, functional and stylistic aspect, exercise system.</p>

### Introduction

To date, in order to improve the oral and written speech of students, to instill in them the skills of coherent presentation of thought in a clear compositional form, a purposeful system of work carried out in a functional and stylistic aspect is necessary.

In this regard, a system of classes is proposed to teach students of the national school description as a monological type of speech.

Important for the proposed system was the position of psycholinguistics that in order to form thinking in the studied language, regardless of the native language system, it is necessary to form skills and develop skills for organizing speech utterance in the unity of content and expression plans.

The data of modern functional stylistics are essential when teaching description to a special type of monologue speech, according to which the same subject can be described in different ways depending on the purpose facing the author, as well as the specific scope of this description.

Special attention is paid to the general didactic principles of consciousness, systematicity, consistency, accessibility and clarity in the development of a system of classes for teaching description, which acquire certain specifics in the process of learning the studied language.

The leading role in teaching Russian to non-Russian students belongs to the didactic principle of consciousness. The need to comply with this principle is determined by the data of the psychology of memory, characterized by meaningful logical memorization at the age level of students. In addition, learning a second language is a conscious process, guided and controlled by consciousness.

This position in the methodology of language teaching is understood mainly as the need for students to become aware of speech actions, the principle of conscious acquisition of speech skills and abilities, and to the least extent — as the principle of conscious assimilation of knowledge about language. It is important that students realize the practical importance, for example, of mastering the logical-compositional and structural-syntactic principles of writing a description, how knowledge of these principles will affect the quality of their own monologue speech.

This understanding of the principle of consciousness provides for the development of theoretical knowledge based on active speech activity in Russian.

The didactic principles of systematicity and consistency presuppose the order and arrangement of the material, providing an understanding of individual facts and phenomena in a holistic unified system. In addition, the principle of systematicity provides for the active consolidation of knowledge, the systematic formation of skills and abilities, which finds its implementation in a system of exercises.

The principle of accessibility is closely related to the principles of consistency and consistency. This principle provides not only for the selection of material that is feasible for assimilation, but also for such an organization of the exercise system when each task has a real basis for its implementation. For example, completing a task like:

"Make a description using a parallel method of communication between sentences" is feasible, provided that students are given the concept of how to communicate between the sentences included in the descriptive text, and this concept is firmly internalized by them. Otherwise, the task will not have a real basis for its implementation, it will be practically impossible for students.

Excessively complex, difficult tasks, as well as easy ones, reduce interest in the material being studied and, therefore, cannot contribute to achieving the set goal. In other words, the principle of accessibility requires such an organization of the educational process in a national school, when each completed exercise strengthens students' confidence in their own speech capabilities in the language being studied.

The principle of visibility is also of particular importance in the process of teaching a non-native language. "The principle of clarity should be considered not as an auxiliary one," V.V.Belyaev wrote, "but as one of the main methodological principles of teaching a foreign language when this training pursues practical goals."

Taking into account the level of preparedness of students, three stages are highlighted in the proposed system of work on teaching the description:

1. Preparatory stage;
2. Special description training;
3. Improving skills.

These stages are closely related to each other. At the same time, each of them pursues certain goals and has specific tasks.

At the first and second stages, high school education is conducted on a text basis. The texts proposed for analysis at these two stages are samples of scientific, popular science, journalistic and business nature, as well as excerpts from works of fiction, selected taking into account the following criteria:

1. Compliance with the style of speech in which the statement will be implemented;
2. Matching the type of speech that students are currently learning;
3. Organization from the point of view of a single coherent whole.

Based on the set goal, as well as depending on the tasks to be solved at each stage, a system of exercises can be proposed. So, at the first stage, analytical exercises are mostly performed, at the second —

analytical-constructive and constructive, and at the third – only constructive. The constructive exercises performed at the second stage aim students at producing oral and written monological text of a descriptive type, and the exercises of the third stage are aimed at constructing a narrative text with the obligatory introduction of descriptions of various volume and style.

## 1. The preparatory stage.

The allocation of this stage is due to the inability of most students to distinguish the description from other types of speech. Therefore, at the first stage, we set ourselves the following goals:

- 1) to give students the concept of description as a functional and semantic type of monologue speech;
- 2) familiarize them with the grammatical (linguistic) features of the description;
- 3) describe the main types of description, distinguished by object and style.

The main task of this stage is to form students' skills:

- 1) distinguish the description from other types of speech;
- 2) determine the types of description depending on its object and stylistic affiliation;
- 3) find descriptions in the narrative text and establish its grammatical features.

Thus, learning to describe is of great theoretical and practical importance. Working on the description, students learn, first of all, to present the content in a certain form and sequence, which is necessary to eventually form the ability to choose the form that best corresponds to the content being presented, and therefore the ability to truly use language as a means of exchanging thoughts.

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