

IMPLEMENTATION OF THE PRINCIPLE OF PROBLEMS IN THE DEVELOPMENT OF MONOLOGICAL SPEECH SKILLS

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Annotation : The article discusses the concept of monologue speech, as well as the importance of using the principle of problematic for the development of speaking skills. For proof, an algorithm is proposed for the formation of monologue speech skills through the implementation of the problematic principle . A pedagogical experiment was carried out aimed at testing the effectiveness of using this algorithm in the formation of monologue speech skills in students.

Key words : teaching English; monologue speech; speaking; problematic principle.

School practice and theoretical research in recent years indicates that the problematic method as a form of education in full to the extent meets the actual task of methodology, didactics, psychology and pedagogy, which seek to optimize the educational process. Problematic - the main condition for the development of an object (the world) and a subject (a person) can be considered as a need to act.

Under the conditions of problem-based learning, the development of activity in the mental activity of students can be characterized as a transition from actions stimulated by the teacher's tasks to independent posing of questions; from actions related to the choice of already known ways and methods, to independent searches for solving problems, and further - to developing the ability to independently see problems and explore them.

Thus, the relevance of this topic is due to the lack of the potential of traditional methods of education for the development of practical, creative components of the personality and independence of the student, and, accordingly, the need for practical development of methods for implementing the principles of problematicness as a means of forming monologue speech skills in the process of teaching English, as compensating for these shortcomings.

In the theoretical part of the work, the concept of a monologue and monologic speech, because representing a complex object, monologic speech was studied by many scientists - linguists from the point of view of functional linguistics, as well as text linguistics (V.V. Vinogradov, G.O. Vinokur, O.A. Dolgina, S.D. Katsnelson , I.L.

Kolesnikova and others), psychologists from the standpoint of the theory of generating speech statements (N.I. Zhinkin , L.S. Vygotsky, I.A. Zimnyaya), methodologists as one of the types of productive speech activity (A. A. Alkhazishvili , V. A. Buchbinder , I. A. Zimnyaya, N. P. Kamenetskaya , E. N. Solovova, G. V. Rogova, S. F. Shatilov and others).

After analyzing the definitions of the concept of "monologue speech", in his
In this work, we decided to use the following definition:

Foreign monologue speech is a deliberately organized form of oral speech that requires a special selection of a variety of language means for the correct and accurate expression of one's thoughts in a foreign language in order to intentionally influence the listener.

In the theoretical part of the work, the concept of problem-based learning was also considered. Within the framework of foreign language education, it should be understood as a specially organized type of educational and cognitive activity aimed at finding a solution to a system of communicative, cognitive, problematic tasks and problematic situations, resulting in the formation of skills and abilities of foreign language communication, mastering the experience of creative activity, as well as the formation of a culture of thinking and cognitive interests, learning by means of a foreign language.

Also, it was found that monologue speech has integrity and semantic completeness, thanks to preliminary reflection. Three functions of monologue speech can be distinguished: informative, influence function and emotional-evaluative. For high school, the most significant is the informative function. The formation of monologue speech skills can be divided into 3 stages. The first stage is mainly aimed at mastering and consolidating the language material to the topic. The second stage is to teach students to move from one speech pattern to another, while achieving a logical connection of sentences. The third stage is characterized by new logical tasks and a mandatory increase in the volume of the statement. Here the student must include elements of reasoning and argumentation. The skills that develop at the third stage of the formation of monologue speech are the ability to express one's personal attitude to the facts or events that are discussed in the student's statement [1, p. 3].

For our study, we chose the definition of M. I. Makhmutov, because it most fully characterizes problem-based learning in the context of language learning in a foreign language. “Problem-based learning is a type of developmental learning that combines the systematic independent search activity of students with the assimilation of ready-made

the conclusions of science, and the system of methods is built taking into account goal-setting and the principle of problemat�icity ; the process of interaction between teaching and learning is focused on the formation of cognitive independence, stable motives for

learning and mental (including creative) abilities in the course of assimilation of scientific concepts and methods of activity determined by the system of problem situations. The need to use problem situations was pointed out by A.A. Leontiev: “We must transform the learning process into a system of problem situations. And the content of education - in the system of means aimed at resolving these problem situations. [2, p. 3].

It was determined that problem-based learning corresponds to the goals of educating an active, creative personality, stimulates the active cognitive process of students, their independence in learning, develops independent work skills, fosters a creative, research style of thinking.

With regard to teaching a foreign language, I.A. Zimnyaya proposes to single out three levels of problematic learning situations. The first level consists in creating a problem situation on the subject of the statement known to the student, but by means unknown to him; according to the second level, the student may know the ways of formulating and forming thoughts, by means of already known language means, but used to express an unknown, new semantic content, a new subject of utterance. At the third level of problematicity, students independently create their own speech-thinking tasks, which are set by a new problem situation and are recognized by the student as a solution to his personally significant problems [3, p. fourteen].

In the final part of the theoretical data, problem-based learning was described from the standpoint of pedagogy, psychology, as well as in the methodological aspect. With a psychological approach, the main ones are those internal changes that occur to students in the learning process. With the pedagogical approach, the organization of the educational process is studied, which ensures these changes. Appropriate methodological techniques, tools are components of such a complex phenomenon, which is training.

In the end, it was found out that the main task at the middle stage of teaching monologue speech in a foreign language is the formation of a communicative language or key skills, thanks to which the student will be able to carry out a monologue.

In the practical part of the study during the experimental work at the ascertaining stage, a survey was conducted among teachers to identify the frequency of using the problematic principle in teaching a foreign language and the frequency of its implementation. In the course of the survey, it was possible to establish that the principle of problematicity is moderately popular among teachers. It can be seen that teachers often develop problem tasks on their own than use them presented in the TMC, this can also serve as indirect evidence of the insufficient number of such tasks in the complex used at school.

In accordance with one of the objectives of our study, we developed an algorithm, according to which the complex was developed and tested.

tasks for the formation of monologue speech skills through the implementation of the principle of problemat�icity . This complex made it possible to update the positive dynamics in the level of formation of monologue speech skills among students at the middle stage of education and demonstrated its effectiveness.

Therefore, it can be concluded that the use of the principle problems allows to increase the effectiveness of the development of monologue speech skills at the middle stage of education.

Thus, the main hypothesis of our study, which is that the implementation of the principle of problemat�icity will increase the effectiveness of the development of monologue speech skills at the middle stage of education, was confirmed.

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