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Techniques for Developing Active Conversational Skills of Schoolchildren in Foreign Language Lessons

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Abstract

This article discusses the problem of the formation and development of active conversational skills in foreign language lessons. Effective methods of teaching a foreign language are revealed, as well as examples of techniques for developing speech skills for English lessons in elementary school.

Key Words: *active conversational speech, elementary school, English, speech ability, speech skills, and abilities.*

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The formation and development of foreign-language active colloquial speech is an urgent problem in modern school education. In the context of this problem, it seems especially important to develop communication skills in primary school children, because, according to scientists, during this period, students have increased neural activity in various areas of the brain [2, p. 608]. Despite the active absorbing mind of younger schoolchildren and their increased readiness to perceive new information, not all students can equally develop their speech abilities. This is influenced by character, temperament, inclinations, abilities, the presence of speech experience, and many other factors. Therefore, it seems promising to search for techniques for developing the skills of active conversational foreign language speech of younger schoolchildren.

One of the most important aspects of communication-oriented learning is speaking. Reading, writing, and listening are closely related to speaking: without the inclusion of these elements in the learning process, knowledge and skills will not be fully formed. "Speaking, or expressive speech, is a complex multi-faceted process that allows for oral verbal communication together with listening" [5, p. 224]. An important element of learning new material is the involvement of the student in the speech process because active "live" speaking generates vivid emotions in the child and forms a positive communication experience. Everything that causes a person to have a vivid emotional reaction leaves a deep mark in the mind and is remembered firmly

and for a long time. This is due to such characteristics of emotional memory as its involuntariness and the high rate of transition of an emotional image into long-term memory.

There are various methods of developing active speech skills used in English lessons. The techniques and methods of speech development discussed below are implemented in the following conditions:

Foreign language communication. Minimizing the use of the native language in the classroom. Situateness as a principle means that the whole process of speaking takes place on the basis and with the help of situations [4, p. 1]. This component has a special problem and novelty.

Contact. Work in pairs, or groups.

All the techniques listed below must correspond to the final component of the lesson, built according to the Engage -Study- Activate method (applying the knowledge gained in practice).

Survey of students. Jeremy Harmer (1998) argued that one of the methods to encourage dialogue and communication between children is to conduct a survey or questionnaire among them. If children make these questionnaires on their own, then their work becomes as productive as possible.

What is the implementation of this technique? The teacher introduces the topic of the lesson (for example, "products"), by the method of narration (in a foreign language) of a story about a funny character (it is better to choose a funny hero) and his favorite products. New vocabulary is introduced using pictures, cards, and

drawings on an interactive whiteboard or canvas. The narration is supplemented by non-verbal means (facial expressions, gestures, etc.). In the course of the story, the teacher may ask them to repeat new vocabulary after him and divide the food offered into groups of "fruits", "vegetables", etc. The teacher introduces the scheme of the grammatical construction used (The Present Simple tense) and focuses on the rules of the use of time.

Then the teacher suggests making a questionnaire in pairs to find out the preferences of the students (what foods, dishes, etc. the classmate likes). The construction of the question "Do you like ...?" is presented on the board (then you need to put "favorite food"). Children enter the products.

Then the survey itself is conducted. Two students interview a couple of classmates in turn. The teacher monitors the correct pronunciation, students write down the answers in the questionnaire.

After that, each couple sums up the results, writing down the student's name and his favorite food on the cards, and the teacher checks the results. During the test, the teacher can ask the child a question to get a detailed answer (grammatical construction "I like ...").

This technique implies the application of all previously specified conditions (foreign language communication, situatedness, contact) and involves the use of new lexical units and the verb like in the Present Simple Tense. This technique can be used in English classes according to the textbooks of the UMK "Spotlight" 2, 3. The vocabulary of the UMK material

can be supplemented with the necessary lexical and grammatical material.

A technique for overcoming the "information inequality". This method can be implemented in the lesson on the topic of "Location". Children will work with a map of a certain area (town, district, etc.). The class is divided into two groups. Each group receives its map with the names of streets, shops, and various institutions. The difference between the maps is that what is indicated on the map of the first group is not indicated on the map of the second group, and vice versa. The general task is to describe the area in detail. It can be solved by obtaining information from the opposite group. Children use the vocabulary of the lesson "Giving directions. Asking and "Giving directions. Replying». After filling in the "information gaps", a full description of the area is compiled by the class. This technique can be used at the end of the lesson to consolidate the material or in a separate lesson-a repetition of what has been passed.

"Deduction". During this reception, students should continue the story according to the pictures shown. This exercise can be used to practice the grammatical material "The past simple tense". The teacher tells the students the story of the main character, showing pictures that represent this description. After the teacher moves on to the next drawing, the child should continue the narration based on the previous material.

Role-playing games. The topic of role-playing games can be converted and dialogues in the hospital, library, on a walk, etc. Children work in pairs,

first preparing, composing, and studying the dialogue, and then students reproduce it in front of the whole class.

For the successful formation of communication skills, the techniques of activating spoken language in foreign language lessons should:

- arouse the interest of students;
- be situational;
- be accessible for understanding;
- match the level of knowledge of the students;
- to be realized in a positive atmosphere.

Special attention should be paid to the teacher's speech, which has a powerful didactic effect on children. "It is the functionally structured and qualitatively verified speech of the teacher that contributes to the creation

of conditions in the lesson that ensure the productivity of the educational process" [3, p. 237].

Thus, we have considered speaking skill as an aspect of communication-oriented learning, as well as ways to implement it within the framework of pedagogical activity in foreign language lessons in junior grades. We concluded that the techniques of developing the skills of active conversational speech are an important element in the formation of the communicative competence of younger schoolchildren. Regular use of such methods allows you to unlock the creative potential of children, support motivation to learn a language, and comprehensively improve the skills and abilities of conversational foreign language speakers.

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