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METHODS OF APPLICATION OF LOGIC-COMMUNICATIVE SUPPORTS FOR TEACHING SPEAKING IN ENGLISH FOR STUDENTS OF 6-7 CLASSES

Abstract. The article is devoted to the possibility of using logical and communicative supports in teaching a foreign language to students in grades 6–7. In addition, the article discusses the basic principles and requirements, presents a set of logic and communication schemes. The main types and classifications of supports are shown. The research work uses the works of foreign scientists concerning the development of students' speech skills, the use of logical and communicative supports during the lesson. Problems of defining supports as a general methodological phenomenon, features of its use, receptive forms of speech activity, insufficient processing of classifications, the list considers the supports used in teaching specific educational material. It is non-verbal and verbal information support that stimulates communicative activity and guides its formation through the methods of its formation. The article discusses two main forms of speech in the study of speech in foreign languages. This is a dialogue and a monologue. For the development of speech in a dialogical form, special phrasal exercises are provided, if various logical and communicative supports are given for composing a monologue.

A set of logical and communicative schemes is interpreted as a phenomenon that enhances all levels of language and speech, providing students with the subject content of speech in a foreign language and the means of its expression.

Keywords: language, monologue, support, schemes, principles, logical-communicative, methodology.

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6-7 сынып оқушыларына ағылшын тілінде сөйлеуді үйретудің логикалық-коммуникативті тіректерін қолдану әдістемесі

Аңдатпа. Мақала 6–7 сынып оқушыларына шет тілін оқытуда логикалық және коммуникативті тіректерді қолдану мүмкіндіктеріне арналған. Сонымен қатар негізгі принциптер мен талаптар талқыланады, логикалық және коммуникациялық схемалардың жиынтығы ұсынылды. Зерттеу жұмысында шетелдік ғалымдардың логикалық және коммуникативті тіректерді сабақ барысында қолданып, оқушылардың сөйлеу дағдыларын дамытуына қаттысты еңбектері қолданылған. Тіректердің негізгі түрлері мен жіктелімдері көрсетілген. Тіректерді жалпы әдіснамалық құбылыс ретінде анықтау мәселелері, оның қолданылу ерекшелігі, сөйлеу әрекетінің рецептивті түрлері, жіктемелердің жеткіліксіз өңделуі, тізімі нақты оқу материалын оқытуда қолданылатын тіректерді қарастырады. Бұл коммуникативті белсенділікті ынталандыратын және оның қалыптасу жолдары арқылы оның қалыптасуына басшылық жасайтын сөйлеу және сөйлеу сипатын ақпараттық қолдау. Мақалада шет тілдерінде сөйлеуді үйренуде ең негізгі екі сөйлеу формасы қарастырылады. Олар диалог және монолог. Монолог құрау бойынша түрлі логикалық және коммуникативті тіректер майндмап, кесте түрінде берілген болса, диалогтік формада сөйлеуді дамыту үшін арнайы фразалық жаттығулар қарастырылған.

Логикалық және коммуникациялық схемалардың жиынтығы оқушыларға шетел тілінде сөйлеудің пәндік мазмұнын және оны білдіру құралдарын ұсына отырып, тіл мен сөйлеудің барлық деңгейлерінде күшейтетін құбылыс ретінде түсіндіріледі.

Кілт сөздер: тіл, монологтық сөйлеу, тірек, сызбалар, принциптер, логикалық-коммуникативті, әдістеме.

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**Методика применения логико-коммуникативных опор
для обучения говорения на английском языке 6–7 классов**

Аннотация. Статья посвящена возможности использования логико-коммуникативных опор в обучении иностранному языку учащихся 6–7 классов. Кроме того, в статье обсуждаются основные принципы и требования, представлен набор логических и коммуникационных схем. Показаны основные типы и классификации опор. В исследовательской работе использованы труды зарубежных ученых, касающиеся развития речевых навыков учащихся, использования логических и коммуникативных опор в ходе урока. Проблемы определения опор как общеметодологического явления, особенности его использования, рецептивные формы речевой деятельности, недостаточная обработка классификаций, перечень рассматривает опоры, используемые при преподавании конкретного учебного материала. Именно невербальная и вербальная информационная поддержка стимулирует коммуникативную активность и направляет ее формирование через способы ее формирования. В статье рассматриваются две основные формы речи при изучении речи на иностранных языках. Это диалог и монолог. Для развития речи в диалогической форме предусмотрены специальные фразовые упражнения, если по составлению монолога даны различные логические и коммуникативные опоры.

Набор логических и коммуникативных схем интерпретируется как явление, которое усиливает все уровни языка и речи, предоставляя учащимся предметное содержание речи на иностранном языке и средства его выражения.

Ключевые слова: язык, монолог, опора, схемы, принципы, логико-коммуникативный, методология.

Introduction

The international cooperation of our country with other countries puts a modern person in conditions in which he has to communicate with representatives of other countries in a foreign language. Moreover, this communication affects various spheres of our life: science, art, sports, education, medicine, politics. «The country's need for specialists capable of using foreign languages to effectively provide various types of communication is increasing» [1, p. 2]. Therefore, students of the second stage of education are expected to be able to request and communicate information, express their opinions and find out the interlocutor's attitude to the information received, give an emotional assessment. Students should be able to describe and compare objects and phenomena; talk about what they have heard, read, seen; communicate information combining description, narration, comparison.

Today teaching English at school is going to be more actual and inseparable part of teaching over time. The basis of this depends on students in grades 6–7 who have great interests in learning other new foreign language taking into the consideration the age characteristics of students. To educate students in middle classes is the primary step in preparing them for adult life.

The relevance of this research work is that the application of effective teaching methods by English teachers to reach their goals and help to strengthen and inspire students to learn and master their English. Moreover, the application of logical and communicative supports contributes to the formation of aim-based attention of students, the creation of elements of memory and imagination, increased their intellectual activity and interests. Creating a convinent and free environment among students in the classroom, listening the teacher and to the thoughts of their classmates is an inseparable part of successful fulfillment of any task in the process of learning. The usage of logical and communicative support, being a resolution to this issue, also helps students to compose sentences in English and form a monologue in English. At the same time, logical and communicative supports also increase the mental potential of students in the process of using these supports. Logical and communicative support plays a key role in improving the speech performance of students in grades 6–7, and the variety in each lesson increases the interest of students, motivating students to create monologue or dialogic pronunciation.

At the same time, logical-communicative supports increase the intellectual potential of students in the use of these supports. Logical and communicative support plays a key role in improving the speaking skills of students in grades 6–7, and encourages students to create monologue or dialogic speech, and the diversity of each lesson increases the interest of students.

The object of the research is the process of teaching English to students of grades 6–7. As the subject of the research, methods and techniques of using logical and communicative support for the development of English speech of students of grades 6–7 were used. The purpose of the research work is to analyze and apply exercises using logical and communicative supports in the development of students of grades 6–7 in a foreign language.

To perform these tasks, the following research methods were used: analysis of psychological, pedagogical and methodological literature, regulatory documents; control in the pedagogical process; survey; conducting practical training.

The main task of Foreign Language teachers is to develop students' interest in learning a foreign language and improve the quality of Education. To implement this task, it is necessary to use logical and communicative reference schemes when teaching speech to schoolchildren. At the first steps of teaching a foreign language, it is necessary to take into account the connection of students ' psychological characteristics with the lesson plan. The teacher is faced with the task of maintaining the ability of students to learn during the lesson and increasing their interest in performing exercises. Taking into account the psychological features, the use of logical-communal drawings and tables in grades 6–7 creates conditions for rapid memorization of the lesson. In the study of foreign languages, the problems that arise in the transmission and perception of information in text form are always relevant. Nobel laureate Hermann Hesse concludes that

«everything in the human mind is interdependent and interconnected, so this (emotional) memory evokes verbal manifestations associated with sensory moments, helps to restore meaning, often forms and experiences, to the accompanying textual structure» [2].

Speech is a way of forming and expressing thoughts through language. Psychologically, we can talk about the situational conditions of speech, its motivation, emotional manifestations. The teacher must create the conditions for the formation of motivation in the process of organizing the teaching of a foreign language. In this regard, G.V. Rogova proposes the following classification of cases [3].

1) real, conditional, imaginary;

2) concrete, abstract, problematic.

The most effective way for the early stages of learning is the role of speech in real situations, which includes precise concepts. The complexity of these conditions includes the delivery of their discussions in problem situations, the assessment of the situation, the demonstration of specific algorithms in determining the possible solutions to the problem. Circumstances can be further divided into normal and abnormal. Normal situations are represented by certain language materials. Abnormal situations are characterized by the cessation of elements of unexpected events. E.N. Solovova emphasizes the need to start learning speech at an early stage, in particular, the development of pronunciation skills, lexical and grammatical skills, listening skills. At the initial stage of learning, it is practically impossible to distinguish the process of developing these skills. Any speech can be monologue, dialogue, polylogue [4].

Monologue is a complex process in itself. A monologue is a well-structured, thought-provoking type of speech aimed at an audience. The main functions of monologue are informative, expressive and evaluative. Each of these services is distinguished by certain language tools. Russian scientist E.I. Passov mentions the following types of monologue: word (word structure), phrase, phrase (phraseological units) and the text itself.

Monologue pronunciation is a complex process that is difficult in itself. Monologue-a well-thought-out form of speech, individually structured, focused on the audience. The main functions of monologue speech include informative, expressive and evaluative. Each of these services is distinguished by certain language tools. The Russian scientist E.I. Passov notes the following types of monologue pronunciation: word (word composition), phrase, phrase (phraseological units) and the same text itself [5].

Monologue speech has a complex compositional structure, requires fullness of thought, observation of the clarity of logical shifts, and serious compliance with the rules of grammar. The coherence of thought should find its expression in the compositional and semantic unity of the text. Features of monologue speech should be considered as purposefulness, continuity and development of the statement, and semantic completeness. According to the communicative purpose, there are types of monologue-message, monologue-description, monologue-persuasion, monologue-discussion, monologue-narrative. Students of grades 6–7 should first master the ability to logically build conclusions, including elements of narrative, description, and reasoning.

According to the research of L.S. Vygotsky, S.L. Rubinstein, I.A. Ginny, A.A. Leontiev, the syllable of pronunciation goes through three stages. The first of them is the motivational – inspiring stage or planning stage, followed by the analytical-synthetic or formative and execution stage. The first stage is characterized by the unity of need, as well as the presence of a motive and purpose of action. In order for speech to be speech not only in its structure, but also in essence, it should be remembered that the motive, that is, the desire of the speaker to participate in communication, is based on the emergence and stimulation of speech [6].

The main difficulties of teaching speech are directly related to the formation of communicative thinking. In the model of A.A. Leontiev, motives determine behavioral options, and intent selects and coordinates verbal and nonverbal means from the proposed options. The analytical and synthetic stage involves the selection and organization of means and methods of

carrying out activities. According to I.A. Zimney, speech in accordance with the task is presented in the form of abbreviated mental actions to form the structure of pronunciation. It is at this stage that the level of linguistic training of the student is determined, the lexical and grammatical design of the statement is carried out, and its logical sequence is formed. The implementation of a communicative intention is carried out at the third stage, which can be considered as a performer [7].

The lack of sufficient knowledge base on the proposed problem, limited choice of linguistic and speech means for solving the problem, constant psychological stress are the main problems that the teacher must solve in the process of teaching both monologue and dialogic speech.

When teaching oral speech, you can distinguish several stages. The most important thing is that this preparatory stage is the step by step development of skills from the level of a single sentence to a fragment of pronunciation according to the reference scheme proposed by the teacher. The next step is to perform text-based reproductive exercises. The next stage of the work is productive, which is aimed at designing the relationship situation. At this stage, special attention is paid to the development of students' skills in proving their point of view [8].

Research methods and methodology

In the domestic methodology of teaching foreign languages, two approaches to the formation of speech skills are considered: the «top-down» method and the «bottom-up» method. The first method involves the development of monologue / dialogic speech skills based on the read text, including texts of dialogic models. The second method involves developing these skills based on the questions of the issues discussed, without relying on the text. The task of the teacher is to determine the optimal method of organizing work with students at various stages of learning foreign languages.

Among the exercises for teaching speech, it is necessary to highlight preparatory or language exercises aimed at activating the language material, developing the ability to subordinate the form to the content. They are imitative, substitutive, transformative, and structural. Exercises of the second type are creative in nature. They are also called conversational or communicative. Compositional and descriptive types of exercises are of particular interest to high school teachers. All exercises for oral speech should be aimed at the ability to convey your thoughts to the listener, logically highlight the main thing in your mind and summarize the thought. Dialogue and monologue learning have a lot in common, but modern methodologists note the teaching of dialogic speech as a more complex process. First of all, the difficulty lies in a clear definition of the state of communication and psychological characteristics of students. The main characteristics of dialogic speech are reactivity and situational. The behavior of the interlocutor may be unpredictable due to the lack of life experience of the student so that he can create a dialogue in his native language. E.N. Solovova emphasizes two types of dialogue: free and standard (typical).

In real life, we are constantly used to working with normal situations as buyers, patients. Free dialogues include types of verbal communication, the basis for which the development of interaction is not strictly established. These include interviews, discussions, and conversations of a different nature. There is a distinction between the «method from above» and the «method from below», which is used in teaching dialogue, monologue. The most convenient way to learn normal dialogues is the «top method». Dialogue-models, images, role descriptions, and a logical and communicative support can serve as a support for creating a dialogue. When teaching a dialog «from the bottom up», students do not have a dialog model. For Primary School students, the first option for organizing students' activities in the classroom is optimal. In the formation of students ' dialogue skills, the teacher faces many difficulties that must be overcome. One of the most important factors for the successful organization of the teacher's work is the variety of methods and methods of teaching. In this case, it is necessary to take into account the cognitive interests of students, their abilities and capabilities.

In the modern method of teaching foreign languages, props are widely used when students of grades 6–7 make oral statements. The concept of «support» is considered differently. For example, V.B. Tsarkova defines the purpose of all supports as follows: ... it creates associations in the practice of speech with the life experience of students and what is possible (depending on their language training.

According to the author, information is only an impetus for thinking, and the task of the teacher is to teach students to navigate in this world of information. E.I. Popova considers the pillars to be a dotted line leading to the intended pronunciation and having a distributed character according to the logic of the upcoming pronunciation. The above definitions allow us to conclude that the reference scheme is a sequence of verbal and nonverbal orientations that allows the student to build their own monologue statement on the proposed topic.

Modern methodologists consider different classifications of supports. In particular, V.B. Tsarkova suggests classifying supports by the method of presentation of material and by the method of control of speech activity. According to the method of presentation of the material, the author's dictionary and painting emphasize the pillars. Verbal is a microtext, a text, a contour, and even a series of single words. Painting supports can include video material, photography, embroidery, diagrams, and the like. According to the method of speech control, the pillars are meaningful (who? What? Where? When?) and semantic (why? For what purpose?) [9].

Results and Discussions

N.B. Nesterova, in turn, clearly demonstrates the «structural framework», which is a logical scheme that determines the order of sentences in a monologue or dialogue in the absence of language design elements. In addition, in the article «optimization of teaching monologue speech in grades 4-5 of Secondary School» N.B. Nesterova notes the possibility of using logical-semantic schemes set by a certain sequence of interrogative words and structural schemes that reflect the logical and syntactic structure of the statement, its morphological features [10].

Logical-communicative supports consist of three parts:

I – the beginning of the statement,

II – the argumentative part,

III – the conclusion of the judgment.

The scheme presents material at different levels of the organization: verbal (word, phrase, sentence), non-verbal means correlated with the situation (drawings, symbols, numbers, signs). To argue their attitude to the problem, students are offered certain speech cliches.

Advantages of using logical-communicative supports:

1) the structure and content of the scheme make it possible to involve a large number of students in the work at the same time and organize collective activity;

2) most clearly reflect the communicative orientation of the subject;

3) the statements of the students, formulated according to the above program, differ in logical consistency, evidence, integrity and completeness.

When teaching monologue speech, we divide the work into *three stages*. At the preparatory stage, the meanings of new lexical grammatical units are explained, their automation is carried out on the basis of exercises, microtexts. The task of the second stage is to teach students to combine the material and reproduce it. At the third stage, students are expected to use new material in new situations.

Supports in this case can be used of different types: verbal and illustrative. We especially prefer to to highlight the intelligence maps compiled according to the method of T. Buzen. They are based on associative thinking, include colored elements that are interconnected by hierarchical connections [11].

As an example, we can give an intelligence card for 7th grade students on the topic «Holidays and Travel» (Picture 1).
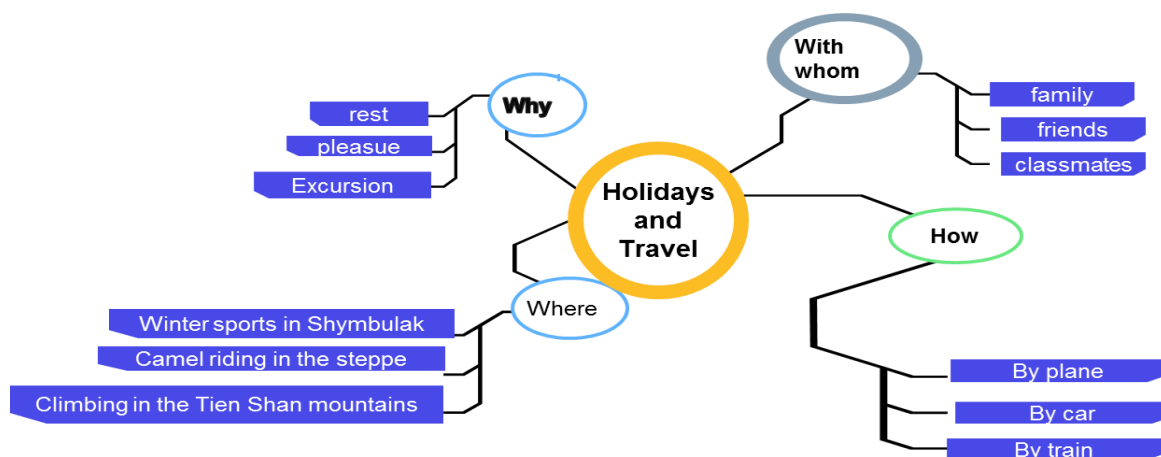
Picture 1 – an intelligence card for 7th grade students on the topic «Holidays and Travel»
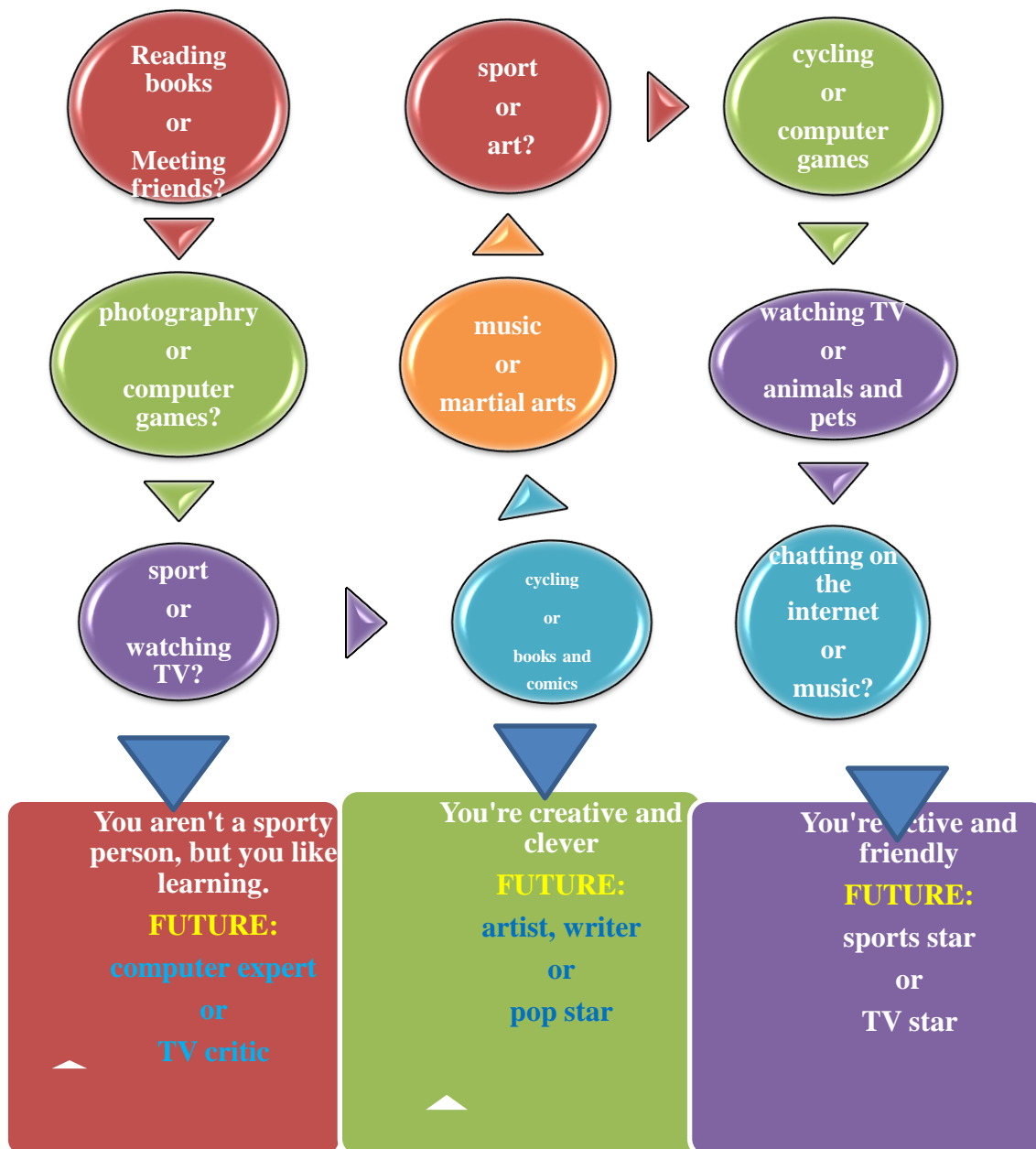
We will demonstrate the use of Logical-communicative supports №2 in the process of studying the topic «Favorite hobbies» in the 6th grade (Table 1 – Favorite hobbies). In Logical-communicative supports №2, the whole topic is presented in development. In the process of working on a monologue, the previously studied material is repeated, new lexical units and new information on the topic are introduced.

Table 1 – Favorite hobbies

I	I would like to speak about…	**Favorite hobbies**	
II	I really like... I love… I'm into … I'm interested in…	**What are your favorite hobbies?** *reading books* *martial arts* *computer games* *cycling* *music* *animals* *watching TV* *sport* *art* *chatting on the internet* *photography* *meeting friends*	

In the picture (Picture 2, Hobbies) below, we give a logical-communicative supports for dialogue among students. With the help of these questions students put them each other and develop their dialogue.

Are you interested in …

Reading books or Meeting friends?

sport or art?

cycling or computer games

photographry or computer games?

music or martial arts

watching TV or animals and pets

sport or watching TV?

cycling or books and comics

chatting on the internet or music?

You aren't a sporty person, but you like learning.
FUTURE:
computer expert or TV critic

You're creative and clever
FUTURE:
artist, writer or pop star

You're active and friendly
FUTURE:
sports star or TV star

Picture 2 – Hobbies

To work with logical-communicative supports, first of all, it is necessary to introduce students to the topic using logical-communicative supports. In the drawing proposed by the teacher, the entire topic is shown step by step. Using logical and communicative supports, the teacher can create a conversation with students, and during the conversation, students are organized to repeat the familiar language and speech material. Then you can introduce new lexical units and grammatical patterns.

The use of supports in lessons on the formation of monologue speech skills will be effective if they meet the following requirements:

- compliance of supports with the age characteristics of students
- correspondence of the type of support and the purpose of the statement;
- the correct sequence of presentation of the support system, depending on the features of monologue speech;

- the correct design of the supports in terms of color perception. It is known that different colors have different effects on the emotional state of students. For example, red activates mental tension; green has a calming effect, blue promotes relaxation. In its effect, yellow stimulates mental activity, awakens intellectual needs;

The use of supports in the classroom gives the teacher several advantages, namely:

- develop memory
- activate logical thinking
- help to structure the statement
- save time, etc.

However, the methodological literature emphasizes that supports are a temporary phenomenon, and this implies the gradual removal of supports and a change in their nature in depending on the stage of studying the topic, the lesson stage and the training stage. The moment when the supports should be removed, the teacher should feel for himself and not miss it, otherwise students will develop only the skill of prepared speech. The task of the teacher when using the supports is to first demonstrate to the students the algorithm of working with the supports, and then give the students the opportunity to build a monologue statement themselves according to the presented algorithm.

As part of the study, a questionnaire was taken in an online form. A total of 38 respondents took part in the survey. Of these, 79% were women, and the remaining 8 were men. It was found that the largest number of respondents are citizens aged 18-30 years. It was determined that there are 28 participants who have graduated from a higher educational institution , and the remaining 10 are those who have completed or are studying for a master's degree. The number of participants with work experience of 1-3 years is 13, which is 34% of the total number of participants. There were no questions left that did not participate in the survey or were not answered. As a result of the survey

H1: the use of logical and communicative supports has a positive effect on English speech.

H2: the hypothesis that the use of dialogic model texts in English lessons has a positive effect on fluency has been established.

We examined 3 sections mutually, taking into account the Pearson correlation coefficient, and saw that 3 sections create a mutually positive correlation. The indicators of the 2nd party show a mark below 0.05, which increases the reliability of the survey.

Model summary

Model	H	R- square	Adjusted R- square	Standard error of estimate
1	,663[a]	,440	,408	,34254

a. Predictors: (const) speech technology, skills

Dispersion analysis

Model	Sum of squares	St. vault	Average squares	Sh.	Meaning
1 Regression	3,224	2	1,612	13,739	,000[a]
Balance	4,107	35	,117		
Total	7,331	37			

a. Predictors: (const) Speech technology, skills
b. Dependent variable: Log. Com

Factors[a]

Model	non-standardized odds		standardized odds	t	Meaning
	B	Std error	Beta		
1 (constant)	1,334	,583		2,291	,028
Skills	,333	,155	,338	2,146	,039
Speech technology	,346	,135	,403	2,557	,015

a. Dependent variable: Log. com

Results of regression analysis. R 0.663 is the correlation coefficient between these variables. The determination coefficient is 0.440, the corrected determination coefficient is 0.408, and the standard error is 0.34254. According to the ANOVA test result, the accuracy of F 13,739 is 0,000.

That is, a 100% reliable test is recognized as: Equation y=1.334 + 0.679 x

The analysis of the effectiveness of the use of logical and communicative reference schemes in practice shows that their use in English lessons contributes to the formation of motivation to master the English language, helps to overcome difficulties in learning to speak, develops logical thinking, removes language difficulties, activates independent work of students.

Conclusion

This article provides information about logical and communicative support for the formation of speech skills of students in grades 6–7. In addition, the types of supports, their study by various methodologists and the use of logical and communicative supports in the course of the lesson were described. Based on the information described, we can conclude that the role of supports is very large. They allow to enriching students' speech abilities, to eliminate speech difficulties. By including them in the work, we can contribute to better mastering the formation of pronunciation and competent expression of thoughts, formalizing them in accordance with the communicative task. At the same time, logical and communicative supports at the initial stage of education are the most effective sources of learning, as they arouse students' interest and form creative and independent activity.

The use of different types of supports seems to be quite effective in teaching students prepared monologue speech. Reliance on English lessons can significantly improve the quality of teaching speaking. In addition, thanks to the use of supports, the effectiveness of students' perception of educational material increases, lessons become more exciting. All of the above contributes to the formation of students' communicative competence, which confirms the relevance of the problem considered in the article. The result of our work is that students speak English well, they have formed a steady interest in learning the language, and interest in the countries of the language being studied is growing.

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