

SPEECH IMPROVING METHODS AND ITS PRINCIPLES

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Annotation: This article informs about methodology of increasing speech abilities of students. In order to teach the organization of language material, a comprehensive character must be touched, i.e. Units of training should organize grammatical, lexical and phonetic levels in the form adequate for use form. This ensures the correct use of the phonetic, lexical and grammatical material of a foreign language synthetically in various types of speech activity. Such a comprehensive unit of learning is a speech sample at the level of sentence.

Key words: Speaking, identification, speech model, pedagogical linguistics, construction.

Introduction: To teach speaking means to teach the ability to bind individual words and phrases in a speech chain according to the laws of the structure of a given language and in accordance with the idea that is possible only by long exercises, carefully selected and pronounced in time, contributing to the education of the necessary dynamic stereotypes for appropriate Language number.

The object of training itself - speech - requires that in the programs not only the language, but also the speech material that students must learn. The selection of speech material is based on the identification of the most typical speech units and their options, the mastery of which will give students the opportunity to creatively benefit speech in a foreign language studied.

Research problem: Linguistic concepts that are of paramount importance for the practice of teaching foreign languages. The concepts of "speech unit" and "speech sample". The issue of highlighting a speech unit is important in order to simplify and facilitate the process of mastering speech in the language being studied. In other words, the conversation is about finding the simplest units that underlie any statement. In the Europe methodology, the main criteria were developed that could be put the basis for the allocation of such units. According to such criteria, the speech unit should:

- 1) serve as a model for generating an unlimited number of statements (exemplary).
- 2) have a complete intonation structure.
- 3) have structural completeness, i.e. Build according to the laws determined in this language, i.e. have your own structure.
- 4) have a semantic or semantic completeness (a complete judgment- a thought as a unit of content should represent).

Thus, a speech sample is a speech chain that satisfies the criteria put forward above four- exemplary, intonational, structural and semantic completeness.

Units of language and unit of speech should be distinguished. The units of the language, as we recall, belong to the phoneme, word, phrase, sentence. The listed criteria cannot be answered by such elements of the structure of the language as a phoneme, word, phrase. The statement at the level of sentence is responsible for all criteria of the speech unit.

The structural-speech model is the semantic and mathematical rod, which is attached to all the main thing that makes up

Research Findings: The material basis of our speech, clothed in the sound shell of the word. From the point of view of the methodology, to own such a model, to understand how it is built and how it can be modified is very important. On the other side, the structural-speech model itself does not yet express a specific meaning and cannot be used for the purposes of forming thoughts in it. Only a certain sequence of words organized according to this structural-speech model can be used in the process of communication. Consequently, the process of mastering speech should not occur on the

basis of structures, as the Ino-GDA has to be heard, but on the basis of speech units, but with a complete understanding of structural-speech models that are realized in them.

The allocation of speech units gives the foreign language to the teacher of a reliable key to creating the necessary speech automatisms. The mastery of each new speech unit, bringing the use of it to complete automatism creates new skills to express some kind of complex of their own and understand a similar complex of thoughts of thoughts. And this, in turn, means that the student is mastering the corresponding part (segment) of communication.

The student takes possession of the necessary margin of words, grammatical forms, intonational models, without which he cannot convert the options for the study unit to express his thoughts. Thus, the theoretical provisions listed above led to the conclusion that the speech of a foreign language should be based on a speech unanimous and its material expression in speech- a speech sample.

The concepts of “model”, “structure”, “sample”. In practice, these concepts are being replaced. For the methodologist, it is important to pony the meaning of these terms and use them correctly.

The model is an artificial construction in structure and (or) functions, as a more complete corresponding to the original.

In linguistics, two kinds of models are distinguished: unstable (or basic) linguistic models and statistical (or stocham). This is due to the two sides of the consideration of the language in the process of its functioning in speech: firstly, the language can be considered from the point of view of the generation and recognition of the speech of the reference, i.e. language mechanism; Secondly, the language can be studied as a probabilistic process associated with the frequency of the use of certain language elements in speech products. There is a hierarchy between basic linguistic models and speech models: all effective speeches should be based on basic linguistic models.

Statistical models help to identify the features of the texts of various varieties of a book-written style. The technique uses these data in the construction of educational texts, which should gradually bring students to the original, when setting up a set of language tools studied for mastering reading, establishing permissible percentage of unfamiliar material, etc.

Basic models serve to remove and formation of an inconsistent set of really existing proposals. The basic models are abstractions that characterize the final structures at the level of sentence.

Summary: The concepts of “language levels” and “units of learning”. The tasks of pedagogical linguistics include the establishment of the correspondence between the levels of the language and the units of learning. In linguistic literature, as is known, the language system is understood as a hierarchically organized set of interconnected tiers or levels (subsidiaries mentioned above). Thus, some linguists lag to consider the level of the part of the system that has a one that makes the same unit, and distinguish on this basis a phonemic and morphemic levels, levels of words, phrases and sentences.

The unit of learning is understood as a speech unit that provides an optimal transition to the formation of a certain fragment of the system of the studied language, taking into account the stage of learning. So, when learning pronunciation, the main units are a phonetary word and sentence, and not sound and (especially) not a phonological sign. It is work with larger units of neighboring tiers that ensures the transition to the opposition system (paradigmatic) of the units of the studied language.

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