

## TEACHING MONOLOGIC SPEECH IN PRIMARY CLASSES

**Ra'noxon Maxsudaliyeva**

*NamSU, Linguistics: English language, 2<sup>nd</sup> course,  
Davlatobod district, school 90, an English language teacher.*

**Izoh:** *Ushbu maqolada boshlang'ich sinflarda monologik nutqni o'rgatish bo'yicha tadqiqotlar va uni sinfda o'qitish usullari keltirilgan. Maqolada monologik metodni zamonaviy o'qitish ehtiyojlari va pedagogika hamda boshqa fanlar yutuqlariga muvofiq qayta tasdiqlashga yo'naltirilgan tadqiqot natijalarining bir qismi tahlil qilinadi. Fanlararo tadqiqotning asosiy e'tibori yangi o'qitish usullarini ochish emas; ko'proq zamonaviy o'qitishda monologik metodni samarali qo'llash imkonini beruvchi topilmalar va standartlarni nazarda tutgan holda mavjud o'qitish uslubining yangi didaktik asosini taklif qilishdir.*

**Аннотация:** *В данной статье представлены исследования по обучению монологической речи в начальных классах и способы ее обучения на уроках. В статье анализируется часть результатов исследования, направленного на переутверждение монологического метода в соответствии с потребностями современного обучения и достижениями педагогики и других наук. Акцент междисциплинарного исследования заключается не в выявлении новых методов обучения; это скорее предложить новое дидактическое обоснование существующего метода обучения, ссылаясь на нахождение и стандарты, позволяющие эффективно применять монологический метод в современном обучении.*

**Annotation:** *This article presents research on teaching monologic speech in primary classes and its ways of teaching in the classroom. The paper analyzes a part of the results of a research oriented to reaffirmation of monologic method in accordance to contemporary teaching needs and achievements of pedagogy as well as other sciences. The emphasis of the interdisciplinary research is not to reveal new teaching methods; it is rather to offer a new didactic grounding of the existing teaching method, referring to finding and the standards enabling efficient implementation of monologic method in contemporary teaching.*

**Kalit so'zlar:** *nutq, monologik, rivojlanish, didaktik, kommunikativlik, komponentlar, o'qitish, metod.*

**Ключевые слова:** *речь, монологичность, развитие, дидактика, коммуникативность, компоненты, обучение, метод.*

**Key words:** *speech, monologic, development, didactic, communicativeness, components, teaching, method.*

Speech is an important tool in developing students' thinking. Speech is not only a means of expressing an idea, but also a tool for its formation. Thought serves as the

psychological basis of speech, and the condition for its growth is the enrichment of thought. It is possible to successfully develop speech only on the basis of mastering the system of mental activity. That is why, great importance is attached to the preparation, improvement of the material, selection of the topic, placement, and logical operations for the development of students' speech. Thought grows successfully only if it is verbally formed and expressed with the help of language material. <sup>85</sup>The concept is expressed by words or phrases, so the concept becomes an important communication material in the word, which is a tool. Only if a person knows a word (word combination) that expresses a concept, based on this concept, he has the opportunity to think in external speech. In speech, thought is formed, and at the same time, thought creates speech. "Speech is closely connected with thinking. If there is no speech, there will be no thinking, and if there is no material of language, it is impossible to express thoughts." Verbal formation of an idea ensures that it is clear, understandable, pure, consistent, and logical. Learning a language creates the conditions for learning the phonetics, vocabulary, and grammar of the language, for improving thought, and for developing thinking. Knowledge, facts, all kinds of information are the material of thought and speech. Speech serves as an important means of learning the process of thinking. Speech is used as one of the main measures of the student's intellectual development. When thinking about the student's acquisition of material from all subjects and his general intellectual development, he focuses on how the child can express this or that topic in his speech (in his written essay, information, retelling, answering questions). Thus, speech cannot be separated from thinking, speech develops on the basis of thinking; the thought matures and emerges with the help of speech. On the other hand, the growth of speech helps to form an opinion and improves it. On the third hand, the growth of speech helps to form an opinion and improves it. The connection of students' speech development with other types of training. The development of students' speech is inextricably linked with the activities of other educational subjects. In native language classes, students learn about nature and people's lives with the help of text; they learn to observe, think and make correct statements based on what they see, hear, and read. Mother tongue lessons effectively help to enrich children's language and teach them how to structure speech. The study lesson and the excursion conducted in connection with it provide students with knowledge about natural phenomena, people's life and work, moral rules, norms of dealing with other people; in this lesson, there is a wide opportunity for the student's speech, its formation and growth. Children learn to hear and pronounce individual sounds, syllables, words and sentences by studying the language in grammar and correct writing classes. They include many words denoting object, action, sign, as well as sound, letter, syllable, stem, word, word-former,

---

<sup>85</sup> Painter, Margaret (2012): Improving Methods of Teaching Speech. Urbana, National Council of Teachers of English, The English Journal, Vol. 37, No. 3, p. 131.

form-former, suffix, word group, noun, adjective, number, verb, pronoun, conjunction, clause, clause, primary clause, secondary clause.<sup>86</sup>

The didactic use and evolution of the monologic method has a long and rich history, with rather stressed amplitudes of reduction and increase. No social historical era has gone by without monologue being used as a method of education and parenting. The teaching of monologic speech as a concept and as a terminological combination has taken a strong place in the methodological literature. At present, there is quite a wealth of experience in the methodological organization of teaching monologic speech:

- a number of domestic and foreign studies devoted to the structure of teaching speaking (I.A. Zimnyaya, A.A. Leontyev);
- general theoretical issues of teaching monologic speech, such as the linguistic characterization of monologue (A.A. Alkhazishvili and others);
- functional types of monological utterances (A.K. Artykbaeva, N.V. Dolgalova, M.N. Kalnin, O.A. Nechaeva, L.I. Novozhilova, O.G. Rezel, etc.);
- as well as various aspects and methods of teaching monologic speech in high school in a foreign language (A.A. Weisz, L.I. Lazarkevich et al.);<sup>87</sup>
- the establishment of system of exercises for training monologue speech in school.

Describing the psychological characteristics of monologic speech, it should be noted that the monologue is a relatively detailed type of speech activity in which non-verbal information obtained from a conversation situation is used relatively little. This is an active and arbitrary type of speech, for which the speaker must have some theme and be able to build on his basis his statement or sequence of statements. In addition, this is an organized type of speech, which implies the presence of the ability to program not only a single statement or sentence, but also the entire message as a whole, to use selectively linguistic means adequate to the communicative intention, as well as some non-linguistic communicative means of expressing thoughts (primarily intonation). Thus, monologic speech is always marked by communicative goals and the speaker's task.

Communicativeness is a fundamental factor ensuring the adequacy of communication at the logical-semantic level. While dialogical speech is situational, monological refers primarily to contextual speech, characterized by consistency and logic, completeness, pithiness, completeness and clarity of thought, which makes it more independent of the situation.

In addition, the psychological characteristics of monologic speech include the appeal to the listener, emotional coloring, which find external expression in linguistic and structural compositional features. From the point of view of linguistics, monologue is characterized by the use of sentences with different structures, multicomponent and complete with a complicated syntax, with the presence of word addresses, rhetorical

<sup>86</sup> Painter, Margaret (2012): Improving Methods of Teaching Speech. Urbana, National Council of Teachers of English, The English Journal, Vol. 37, No. 3, pp. 133–138.

<sup>87</sup> Mattes, Wolfgang (2007): Teaching monologic speech. Oxford University Press. p.23

questions that attract the attention of audiences, clichés, connective words that convey the sequence of statements.<sup>88</sup>

Monological speech is the speech of one person expressing his thoughts, intentions, assessment of events in a more or less detailed form. Monological speech refers mainly to contextual speech, therefore it is characterized by consistency and consistency, completeness, pithiness, completeness and clarity thoughts, which makes her more independent of the situation.

The following standards have been established for the implementation of monologic teaching method:

- 1) preparation and planning of verbal presentation;
- 2) analysis of teaching contents and critical thinking on presentation subject;
- 3) analysis of the listeners (the characteristics of both the group and the individuals within it individualized monologue);
- 4) the time and the atmosphere of verbal presentation;
- 5) the structure of speech in monologic teaching method – introduction, elaboration, conclusion;
- 6) logics of persuasive speech in monologic teaching method;
- 7) phonetic and phonologic values of speech in monologic teaching method;
- 8) syntactic structure of verbal expression of teacher and students;
- 9) lexical standards for the application of monologic teaching method;
- 10) verbal styles of teachers and students;
- 11) the role of rhetorical figures in monologic teaching method;
- 12) a pause in teaching monologue;
- 13) humour in verbal presentation of teacher and students;
- 14) communication demands in the application of monologic teaching method;
- 15) extra-linguistic signs and non-verbal communicative skills of teachers and students in monologue in teaching;
- 16) verbal personality of teachers and students;
- 17) ethical standards for the implementation of monologic teaching method;
- 18) didactic-methodological interrelatedness between monologic method and other teaching methods;
- 19) problem presentation of a teacher;
- 20) verbal culture and the most frequent errors of teachers and students in verbal presentation.

A special standard (apart from the stated list of 20 standards) for the implementation of monologic teaching method refers to the development of rhetoric skills of teachers. The subject under discussion are the recommendations for development of rhetoric (verbal and non-verbal) skills of teachers referring to all verbal activities of a teacher, not only to preparation and implementation. The core of the standard refers to

---

<sup>88</sup> Dr Vera Z. Radovic (2012): Monologic method in primary education teaching. Belgrade University Press.p5

the process of permanent development and improvement of rhetoric skills (non-verbal skills, articulation and diction, the skill of proper breathing, will and persistence, physical appearance, knowledge, eloquence, imagination, memory, self-management skills, etc) which is inseparable from the complete personal and professional development and improvement of teachers.<sup>89</sup>

The basic components of logical organization of speech represent a standard for the implementation of any content and logically rounded form of monologic method. Introduction, elaboration and conclusion make a composition of teaching monologue of teachers or students. Even though this refers to formal structure of the speech, its implementation in monologic teaching method is not formalistic.

Pause in speech is a component of any form of monologic method, regardless of the duration of verbal presentation. The duration of the break is a part of the total duration of a monologic sequence. A pause in teaching monologue has multiple functions students should also be familiar with, especially when preparing their own independent verbal presentations.

Humour is communicational means that can canalize communicational exchange between a teacher and a student, and enable realization of the principle of interaction during teaching monologue. Humour decreases stress and tension, contributes to establishing mutual trust and friendly relations between a teacher and students.<sup>90</sup>

In conclusion, the starting point was the following hypothesis: monologic teaching method – if certain rhetoric, logical, linguistic, communicative, ethical, pedagogical-psychological, didactic methodological standards are respected can be used to efficiently realize particular (educational, functional and upbringing) tasks of class and subject matter teaching. Finding, analyzing and didactic design of rhetoric, logical, linguistic, communicative, ethical, aesthetical, pedagogic-psychological and teaching methodological procedures, principles, means, demands and recommendations (expressed through the standards for application of monologic teaching method), acceptance and positive evaluation of its effects in implementation in teaching by teachers in primary school, is in the grounds of research optimism in view of improvement of monologic method in contemporary primary school teaching. The basic pedagogical implication to be drawn according to the stated outcomes refers to didactic discourse and teaching practice getting closer together, i.e. to the need for primary school teachers to get acquainted with the standards for implementation of monologic method and the estimated effects of the method for the work and development of teachers and students, and the need for them to critically estimate the give demands and guidelines, think and open dilemmas in their didactic-methodological approach to teaching up to now, find ideas and inspiration for different approaches to monologic processing of contents, supplement and alter the

<sup>89</sup> Morris, Desmond (2005): Standards of monologic teaching method. CambridgeUniversityPress.pp.111-113

<sup>90</sup> Кукушин, Вадим Сергеевич (2010): Дидактика. Ростов на Дону, Издательский центр „Март“.р.46

suggested standards thus getting actively involved in the process of improvement of didactic theory and practice.

#### REFERENCES:

1. Dr Vera Z. Radovic (2012): Monologic method in primary education teaching. Belgrade University Press.
2. Mattes, Wolfgang (2007): Teaching monologic speech. Oxford University Press.
3. Morris, Desmond (2005): Standards of monologic teaching method. Cambridge University Press.
4. Painter, Margaret (2012): Improving Methods of Teaching Speech. Urbana, National Council of Teachers of English, The English Journal.
5. Кукушин, Вадим Сергеевич (2010): Дидактика. Ростов на Дону, Издательский центр „Март“.