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THE CHARACTERISTICS OF A FOREIGN MONOLOGUE

Nowadays, at secondary school the teaching of monologue speech is not always given enough attention. This position is erroneous, because it is this aspect of learning that disciplines thinking, teaches to think logically and accordingly build pupils' statements in such a way as to "bring" their thoughts to the listener.

Communication in its oral form, mastering which is one of the main tasks of learning a foreign language at school for practical purposes, is carried out through listening and speaking. The teacher who transmits information to others performs the action of speaking, and all who listen to him/her perform the act of listening. Oral communication, which is carried out in one-sided speech, when one person speaks with a detailed statement, and the other one – only perceives his/her speech, then such oral speech acquires a monologue form. Extended statements during monologue speech are based on the internal logic of the development of the speaker's thoughts and on the context of the whole statement, taking into account the situation of communication [1].

Monologue speech is a coherent continuous statement of one person, addressed to one or more partners. The purpose of such a statement is usually the need to influence other people in some way, to convince them with something. Monologue speech is closely related to dialogic speech. Most often, a monologue is a special case of dialogic speech, when the statement of one of the partners is presented in an expanded form as a complete message. Therefore, during studying the person's speech, the monologue form is a further development of detailed utterances in the system of a dialogic speech.

Pupils begin detailed monologue utterances only when they master the language material in dialogic exercises to the extent necessary for the organization of monologue utterances based on different grammatical structures. Monological utterances, larger in volume, pupils learn at a stage when they have already accumulated sufficient language

material and they are able to use it freely in oral form. This allows pupils to pay full attention to the logical sequence of phrases when they are expressing their own opinion in a foreign language [2].

One of the main tasks of teaching monologue speech is the development of oral language skills. The ability to understand spoken language and express one's thought is necessary for many people; this is due to the growing of political, economic, cultural ties between our country and many other countries all around the world.

A monologue is an organized type of oral speech with the aim directly influence on the partner of communication or the audience, which involves the utterance of one person. Monologue speech is characterized by certain communicative, psychological and linguistic features that the teacher has to take into account in the process of learning this type of speech activity.

Monologue speech performs the following *communicative functions*:

- 1) the informative one – the message of information about objects or events of the environment, a description of phenomena, actions, conditions;
- 2) the influential function – the incitement to the action or prevention of undesirable action, belief in the justice or injustice of certain views, opinions, actions, beliefs;
- 3) the expressive (emotionally expressive) one – the use of speech communication to describe the state in which the speaker is to relieve emotional tension;
- 4) the entertaining function – a performance of a person on stage or among friends to entertain the audience (for example, art reading, storytelling in an informal conversation);
- 5) the function of ritual-cult – the utterances during any ritual rite [4].

Each of these functions has its own specific linguistic means of the expression, appropriate psychological stimuli and the purpose of the expression (for example, stylistically neutral message, a desire to persuade the listener or in some other way to influence him).

Monologue speech has the following characteristics:

1) *a coherence*, which distinguishes monologue speech from a random set of sentences and it is considered in two aspects – psychological and linguistic ones. In the first case it is about the coherence of thoughts, which is expressed in the compositional and semantic unity of the text as a product of speech, in the second case – it is about the coherence of speech, which involves the possession of linguistic means of interphrase communication;

2) *thematicity*, as the correlation of the statement with a general theme. Monological utterance has a certain communicative and semantic organization. First of all, it clearly states the presence of a certain topic, which, in turn, is divided into a number of subtopics or micro-themes;

3) *contextuality*, which should not be contrasted with situationality – a characteristic feature of a dialogic speech. A monologue can also be situational (for example, a spontaneous utterance is an expanded cue) (in some cases, a monologue can be visually situational (for example, in a movie, TV show);

4) *a relatively continuous flow of speech*. The monologue is usually not limited to one phrase and lasts for a certain time without interruption, thus achieving completeness of thoughts;

5) *consistency and logic*. These qualities of monologue speech are realized in the development of the idea of the main phrase by clarifying the idea, supplementing it, explaining, justifying, etc. [3].

The state educational standard in a foreign language (general secondary education) provides for pupils' language mastering the following types of monologue: a short message, a story, the reflection (persuasion). Proper attitude to foreign monologue speech at the middle stage of learning makes it possible to use a foreign language as a means of communication at the lessons, in particular in the process of explaining and consolidating new lexical and grammatical material.

At the middle stage of learning a foreign language monologue, the teacher has to set himself/herself the following tasks:

- to pay enough attention to pupils' mastery of monologue speech;

- to teach schoolchildren to formulate a monologue using an active lexical vocabulary;
- to organize training in monologue speech correctly;
- to cope with the difficulties that arise before pupils in the process of mastering monologue speech;
- to teach to build independently and coherently their own statements;
- to evaluate objectively this type of speech activity [5].

In the educational process which is carried out by a foreign language teacher, there is a continuous flow of speech situations that can and should be used with a purpose to communicate with a foreign language. Mastering the monologue language at the secondary stage of learning causes certain difficulties, which also exist in the native language – it is the simultaneous implementation of semantic and language programs. In order for a pupil, who speaks, to be able clearly and coherently build his/her statement, so that this speech in a whole is pronounced without destructive, the process of communication stops between sentences, there must be intonation bias of the next sentence with the pronunciation of the previous one. It is not easy to formulate a monologue for other reasons as well: for example, limited program material; limited time of communication in a foreign language; individual characteristics of pupils and teachers.

Thus, monologue speech, which is taught for adolescents at foreign language lessons at school, is a common statement that has its own theme and idea and is characterized by communicative, psychological and linguistic features that the teacher has take into account in learning, as well as structural completeness, completeness of expressions, completeness of speech in general.

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Рівне

ДОМАШНЄ ЧИТАННЯ ЯК РІЗНОВИД САМОСТІЙНОЇ РОБОТИ З АНГЛІЙСЬКОЇ МОВИ У ПРОЦЕСІ ДИСТАНЦІЙНОГО НАВЧАННЯ

Одним із важливих завдань сучасної школи є розвиток самостійності учнів, що виявляється у навичках самоорганізації, самоосвіти та самовиховання. Самостійна робота дає можливість підвищити ефективність навчання іноземної мови, змотивувати до пізнавальної діяльності, а також підвищити відповідальність учнів за навчання.

Самостійна робота в методиці навчання іноземної мови – це особливий вид навчальної діяльності, який відбувається за межами безпосередньої участі вчителя. Це організована вчителем активна діяльність учнів, що спрямована на виконання поставленої дидактичної мети, у спеціально призначений для цього

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АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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