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## USING A MODEL OF COMMUNICATIVE SITUATION FOR ACTIVIZATION SPEECH OF LEARNERS

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At school the teachers face with learners lacking of functional ability, that is, although acquiring language material perfectly, learners make amount of mistakes while realizing them to express their thoughts. In order to solve such issues it is necessary to activate both training at language material and practicing at oral speech. According to Lapidus, a prominent Russian methodologist who scrutinized how to teach for oral foreign language speech, learners' speech is activated effectively integrating a training language material with the practice at oral speech. In such case, we regard to apply a model communicative situation to activate speech of learners because it provides psychological and linguistic optimization for learners to speak freely in foreign language.

In this article we have considered psychological and linguistic characteristics of the model of communicative situation (MCS) to activate speech as well as practical analysis of using MCS at English class for activization speech of learners.

Nowadays it is acknowledged that in order to teach successfully for oral speech, it is necessary to create conditions which intrigue learners easily without insisting them to produce foreign language speech. Due to this aim, speech situation are used to create conditions for activation speech of learners. [1, 10]

The notion "activization" firstly was studied by B.A. Lapidus who has considered that activation oral speech of learners depends on two processes such as acquiring psychological mechanism of speech and automatic shifting in speech activity in foreign language. Moreover, oral speech describes temporal connection and temporal unity of speech which perform mechanism of advance planning and mechanism of feed-forwarding for becoming fluently and setting its elements in particular period. [2, 104]

The psychological characteristics of feed-forwarding functions speech while pronouncing the first word the adjacent words should be prepared to be ready. The mechanism of feed forwarding acts in dialogue and monologue speech (when replicas of participants consist of several sentences in the conversation or in the form of feed forwarding as the preparation response reaction) in the flow of the conversation. [3, 180]

Furthermore, Lapidus emphasized to use speech exercises repeatedly more time so as to automate oral speech by combining maximally the processes which are purposed for activating language material with the process of speech practice. [1, 18]

In addition, according to T. M. Kuznetsova methodological characteristics of teaching oral speech situation reveals educational features using exercises based on model of communicative situation while B. A. Artemov stated that teaching oral speech becomes effectively in the case if it is realized on the basis of speech situations imitated to the situation of real verbal interaction. Hence, it means such situation induces while individual images to place himself to speaker identifying the aim of speech. [4, 65]

Thus, the definition model of communicative situation is described like learning situation is created by audiovisual aids to imitate at real situation intriguing learners to utter as well as it acts as speech pattern (model of speech) for learners to perform variably and creatively because it is necessary to acquire skills of combined language material.

We have utilized Kuznetsova's model of communicative situation to activate of speech for 9 grades at the school. Generally, Kuznetsova clarifies cycle of working with model of communicative situation such as following:

1. *Presenting speech pattern*- the first period of when the sample is given to learners. The objectives of this stage are consisted of revealing learners how they might or should speak with given situation.
2. *Controlling the comprehension*- the aim of this stage is to check up understanding the content of characters speech and teacher asks "Wh" questions
3. *Preparation for utterance and dramatization*- this stage is aimed for learners to prepare them to express about given conversation that's why expressing whole dialogue, learners alter the roles and dialogue is repeated again. By doing so, every replicas of dialogue are spoken again and trained many time.
4. *Semi-free speaking* – used to show acquired learning material and for analogical life situation by changing some elements of sample dialogue. Replacing some elements we create analogical situations which stimulate to produce individual speech in analogical dialogue.
5. *Free speaking*- final stage of model of communicative situation which should not only to assess learners but also persuade them that they might speak in the course of given topic using learning material.

In our article, we have analyzed empirical use of the model of communicative situation at English lesson according to Kuznetsova. The lesson provided for 9 forms on the topic "Getting to know you". The aims of the lesson are following objectives such as:

- Educational: To make revision of Present and Past simple and Present Continuous and the construction "to be going to do smth"
- Developing: to improve students' speaking skills
- Upbringing: to impact on learners to speak accurately about themselves

The procedure of the lesson is illustrated in №1 table as a part of lesson plan with model of communicative situation to activate speech of learners

№1 table Lesson plan

Lesson plan			
1 minute	Teacher's action	Learners' action	
	• Greetings • Introduction		
4 minutes	T asks to work in pairs to match the question with the answers T elicits the topic of the lesson and introduces the aim of the lesson	Ss work in pairs ask and answer questions	
		Where were you born? What do you do? Are you married? Why are you learning English? When did you start learning English? How often	A year ago. Three times a week. In Thailand. Because I need it for my job. I'm a teacher. No, I'm

		do you have English classes?	single.
Practice , follow up activity			
5 minutes	<ul style="list-style-type: none"><li>•Presenting speech pattern T asks Ss look at photo Maurizio and think of question about him then writes some samples on the blackboard. <i>Where does he come?</i> T asks to read the text about Maurizio and complete it with the verbs T asks SS to listen and check their answer.</li></ul>	<ul style="list-style-type: none"><li>•Ss read the text about Maurizio and complete it with the verbs in pairs SS listen the text and check their answer. <i>My name's <b>Maurizio Celli</b>. I (1) __ from Bologna, a city in the north of Italy. I'm a student at the University of Bologna. I (2) _ modern languages – English and Russian. I also know a little Spanish, so I (3) __four languages. I __ (4) the course a lot, but it's really hard work. The course (5) _____three years ago. I (6) __j _ at home with my parents and my sister. My brother (7) ____to work in the United States last year. After I graduate, I (8) __ as a translator. I hope so, anyway.</i></li></ul>	
5 minutes	<ul style="list-style-type: none"><li>•Controlling the comprehension T asks “Wh” question in order to check up their comprehension of the text <i>Where does he come?; Where does he study at?; How many languages does he learn? What is he doing now? When his course did begin? Tell about his brother? What is he going to do after his graduation?</i></li></ul>	<ul style="list-style-type: none"><li>•Ss answer the question individually.</li></ul>	
10 minutes	<ul style="list-style-type: none"><li>•Preparation for utterance and dramatization T asks Ss to make a dialogue asking questions about the present past and future of Maurizio in pairs T monitors how Ss are discussing if necessary support them</li></ul>	<ul style="list-style-type: none"><li>•Ss discuss about the present past and future of Maurizio in pairs and make a dialogue asking questions</li></ul>	
-13 minutes	<ul style="list-style-type: none"><li>•Semi-free speaking T gives Ss the task to speak about themselves answering questions <i>What do they do? What did they do last year? What are they going to do after graduation school?</i> T listens and makes notes - How many sentences they speak - Accuracy of their speech usage of tense - How well they express about themselves (the content of message) - Fluency without hesitation</li></ul>	<ul style="list-style-type: none"><li>•Ss prepare for the task answering the question as well as using the sample Ss tell about themselves answering questions</li></ul>	
12 minute	<ul style="list-style-type: none"><li>•Free speaking T asks Ss to speak about given task in the card without preparation.  T listens and makes notes - How many sentences they speak - Accuracy of their speech usage of tense - How well they express about</li></ul>	<ul style="list-style-type: none"><li>•Ss speak about the task on the familiar topic in the card without preparation  Tell about person who you know well, you should say - Who is this person for you - What does he do - What did he do in the past - What is he going to do in the future? Ss give feedback completing the</li></ul>	

3 minute	themselves (the content of message) - Fluency without hesitation <i>Conclusion.</i> Learners are asked to write reflexes about lesson	table
What tasks was easy to do	What tasks was difficult to do	What I have learnt What I want to see the next lesson

*The analysis (review) of the lesson which model of communicative situation used for  
activization speech of 9 forms*

The lesson consisted of four part such as greeting, introduction the new lesson, practice part and conclusion. Learners were introduced with the sample of speech pattern by completing the task filling appropriate verbs following Grammar rules. This task enhanced their training at grammar of tenses as Present Simple, Present Continuous, Past Simple as well as grammar construction “to be going to do something” ,meanwhile, they were introduced the topic and modeled about the speech namely, for the question “what to say or how to say” about the theme “Getting to know you”. By doing this task, we might consider their speech mechanism feed-forwarding is switched on because they have found what to say and how to say about the given topic.

The second stage is conducted by asking “Wh” questions in order to check up their comprehension about text. This period is very relevant to switch on the speech mechanism short term memory which is crucial for oral speech.

At the third stage, learners are given the task to make in pairs dialogue about the text using the questions to answer. After performing the dialogue, learners alter their role and act the dialogue again. By doing so they trained twice on grammar and speech model.

At the fourth stage, in order to follow the rule of the activization oral speech, we have altered the task to speak about learners themselves according to the text. It stimulated learners to produce individual speech in analogue situation.

At the final stage, modeling communicative situation, we have designed new situation to speak. All learners could speak fluently about their friends as well as they have tried to follow the grammar rules of tenses. As a result, at all the sequence of the lesson training at grammar, learners practiced at oral speech, respectively.

The lesson was challengeable and interesting for learners because they did not practice at oral speech in such way. Furthermore, the using the model of communicative situation enables to activate both language material and oral speech because they were integrated in all tasks of the lesson. In addition, learner began to speak fluently because practices at oral speech atomized their speech. Finally learners might construct sentences from 5-6 to 15 in the flow of the speech.

To sum up, using the model of communicative speech situations is very effective to activate speech of learners because it regards to stimulate both language material and oral speech. Kuznetsova’s model of communicative speech situation coincides with the principles of activization oral speech of learners because it reveals freed forwarding mechanism, psychological mechanism of planning the speech. Empirical application of to model of communicative situations proves to the possibility of creation model of communicative situations at the English class might effective to activate the speech of the learners as well as improve their fluency. Thus, activization is a process which performs purposes to formation of automatism utilizing present elements of language in the speech.

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## **PHRASAL VERBS: FORMATION, USAGE AND REMEMBERING**

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Nowadays many young men are interested in science. Surely, this fact makes the older generation look forward with great sense of hope and inspiration.

Following the idea of L. N. Gumilyov, the idea of “cosmism” (the key of living in a harmony is living obeying the Universe rules), it is self-evident the modern society should make a living taking into consideration the up-to-date events, the process of globalization and the informational streaming. Developing these thoughts it is obvious to come, to face the suggestions of President of the Republic of Kazakhstan in order to achieve ones goals aims a lot of work should be done, tones of useful “right” literature should be read, the body and the mind should be held in clearness.

Modern generation of people knows several foreign languages; they are good at sport, interested in creating new and helpful devices. And according to the leader of the state the politics of three languages is crucial, the future holds the innovations in every sphere of life and the language is an important tool to make those innovations be alive, spread all around the world, in general, it makes the humanity go ahead.

Therefore, English is needed to be learnt as ever. And the theme “Phrasal verbs” is irreplaceable in learning English; they make the language more colourful, make the speech not boring to the listeners, if one uses phrasal verbs, idioms or phraseologisms in a correct way, native will respect and adore in some kind.

A phrasal verb consists of a verb and a preposition, a verb and an adverb, or a verb, an adverb, and a preposition — the verb’s partners are collectively known as particles — that combine to produce a figure of speech. (Phrasal verbs are common in idiomatic expressions, such as “add insult to injury” or “scared them out of their wits.”) Examples include “call back,” “check up,” and “give in” [1, 59].

Phrasal verbs are easily split by pronouns, nouns, and noun phrases, as in “I’m making it up,” “Put your toys away,” and “I poured the soup mix in.” Note that a phrasal verb can be split or kept together when used with a noun (“Put down your pencils” or “Put your pencils down”) but no such choice is possible with a pronoun: You can write, “Put them down,” but “Put down them” isn’t considered grammatically correct.

For instance, to the students who at the Information Technology Faculty the following example might be presented:

1) Finally, I have figured out how to use Mac OS.