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**DIFFICULTIES EXPERIENCED BY STUDENTS IN THE PROCESS OF TRAINING
SPEAKING AND WAYS OF OVERCOMING THEM**

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In the history of teaching, the role of oral speech training was rather mobile at various times in different countries. In many respects it is interlaced with the social order of society, the needs of foreign language usage.

For instance, in Russia intellectuals used to speak and write fluently in several foreign languages, and it was considered as must-have without exceptions. In many families there lived tutors and governesses, kids used to learn three modern foreign languages besides Latin and Greek in gymnasiums. When Soviet Union appeared, foreign languages did not play vital role in school program anymore.

At present time English is regarded as the leading means of international communication. It is connected, first of all, with rapid development of information technologies, and it encourages pupils of comprehensive schools to learn English as the major language of interstate communication, scientific research.

The famous expert in the field of applied linguistics S.G. Ter-Minassova fairly notes that language studying became more functional: “Unexpectedly, FL teachers appeared in the center of public attention: impatient experts in the extensive fields of science, culture, business and other areas of human activity demanded immediate FL learning. They are not interested either in theory, or language history – they need it for use in different spheres of life as real communication with people from other countries”.

Training speaking has become a main objective of high school students by their desire to be communicators, to be capable of supporting a conversation, to ask and answer questions. However, based on the observations of high school pupils and analysis of leading teachers’ practice it was revealed that not all pupils can be good English communicators. This induced the author to investigate what exactly prevents students to seize fully English speaking skills. As it became unequivocal, there are many barriers stopping pupils from mastering speaking competency in the course of English teaching.

Undoubtedly, it is essential for a teacher to have complete idea of English teaching process and of possible difficulties arising in this process. Therefore, analyzing sources of methodical literature, the problem of oral speech teaching was contemplated by such scientists as A.A. Leontyev, B.N. Belyaev, E.I. Passov and others.

According to I.A. Zimnyaya, foreign-language speech represents active, purposeful transfer or reception of the message, mediated by language and caused by certain situation. This activity provides development of secondary abilities to express one’s own thought: listening, reading, writing [1].

Foreign language is characterized by a number of distinctive signs from the native language. It differs, as L.S. Nygotsky mentioned, by communication density, inclusiveness of language in communicative human activity, set of functions realized by it and so on. “A child acquires native language unconsciously, whereas foreign language - intentionally” (L.S. Nygotsky).

One more unavoidable distinctive feature of mastering foreign language speaking is its unilateral “inclusion” only in communicative, but not in subject activity. “At school kids communicate by means of language, without using it in the direct subject activity. It leads to the fact that, for example, a foreign word is stored in language consciousness of a pupil only in abstract and logical, conceptual party. The objects designated by the foreign word are deprived of such characteristics as smell, color, form, sizes. It can be one of the reasons of fragility of preservation of foreign words in memory” [2; 279].

The above mentioned points also correspond to struggle realizing all set of functions of native language by means of foreign language. “Native language acquisition is spontaneous process

which the person obtains not owing to his conscious aspiration to know language, but to spontaneous establishment of thinking in ontogenesis" [3; 11]. "Acquiring the native language, the person "appropriates" the tool of reality knowledge. In this process specific human requirements are naturally being satisfied (informative, communicative, social)" [3; 15].

In school training conditions, foreign language cannot be means of "assignment" of public experience. FL acquisition is often determined by "satisfaction of either educational and informative demands, or demand to understand one's thought expression forms" [4; 7].

Based on facts discussed, there can be pointed out several difficulties faced by pupils connected to FL speaking competence. They can have various nature and can be triggered by absolutely reasons. The following problems are most relevant:

1. Pupils hesitate to speak English, are afraid to make mistakes and, thus, to be criticized by a teacher or classmates;
2. Pupils have nothing to say about the discussed issue, they are not informed sufficiently about it in native language;
3. Students do not comprehend speech tasks and instructions;
4. They do not have enough language means for task solution;
5. When one pupil speaks, others are silent.

Now, all these five difficulties will be considered and there will be suggested some possible ways to overcome them.

1. Fear to make errors, the excessive criticism

In order to reduce this negative phenomenon, it is completely enough for the teacher to create the atmosphere of goodwill and trust. It is not irrelevant to agree with opinion of G.A. Kuznetsova, the English teacher of Moscow regional school: "Mistakes are OK, everybody makes them" [5; 31]. Nevertheless, some people struggle to put this rule in practice. The steps that a teacher can take to achieve desirable result are:

- Not to be afraid to recognize own mistakes or to confess an ignorance about something. Humans cannot know everything, but he is able to learn. However, if the teacher promised to learn or check something, it is not recommended to forget about it.
 - Not to allow pupils to criticize sharply each other, to create, if necessary, "severe" situations when they can also be reproached with ignorance or insufficient knowledge.
 - To utilize collective forms of work more often (pairs, groups, projects) where everyone's success materializes in success of the whole group and vice versa.
 - To use various sources of motivation.
2. There is nothing to say about the discussed subject.

In order to remedy this situation, it is remarkable to conceive the sufficient level of support of language and content plan. The following recommendations can render help to the educator:

- Lessons of development of speaking skills have to be based on already created lexical and grammatical abilities within the studied subject.
 - Besides lexical units and grammar structures, it is significant for pupils to know and be able to use various forms of speech communication, clichés, introduction structures, remarks of reaction, etc.
 - Competent selection of texts for reading and audition can provide not only completion of certain content gaps, but also critical set of language and speech means on the discussed topic.
 - Language value of training exercises is of great importance.
 - Exercises need to be constructed taking into account real information stock of students. Accounting of cross-disciplinary (intersubject) communications is capable to facilitate considerably the solutions of practical problems of FL communication.
 - Usage of support of verbal character (schemes, tables, plans with keywords, etc.); that of non-verbal character (pictures, music) can greatly help.
3. Pupils do not understand speech tasks.

In order to avoid this problem, teacher should: imagine accurately what kind of monologue (dialogue) it would be desirable to receive at the end; to formulate speech task in advance; to put oneself to the place of pupils of the class; to prepare additional support in the form of cards, pictures, schemes, etc.; to keep in mind the opportunity of mutual training and assistance.

4. One speaks – the others are silent

In order for pupils to have as many as possible opportunities and time for communication in foreign language at lessons, it is necessary:

- To use group and pair operating modes;
- To create game situations where motivation level is rather higher, even if one person speaks, then the others are not excluded from a general regime of work and perform diverse speech operations: listening, sketching, looking, pondering over.

When planning lessons with a considerable share of monological speech, we should not forget about listening instructions for the other pupils.

Thus, we could draw conclusion that average stage of studying English is extremely crucial and difficult for pupils. The complexity of this stage consists in that foreign language differs from other school subjects as a subject matter. Undoubtedly, pupils have several barriers in the process of studying it. As well as any other process, teaching speaking does not do without difficulties, and the solution should be the main priority of English teacher.

Literature

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