Paper in Conference Proceedings

Methodological Aspects of Coherent Speech Development in Teaching English Speaking

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Abstract

Language and speech development are indicators of a person's general culture and literacy. One of the main aims of English language classes is to teach students to speak and write beautifully, correctly, and clearly. On the one hand, speech is closely linked to the development of consciousness thinking, and poor speech inhibits thought development. On the other hand, understanding, feeling, and experiencing literature, which is the art of the word, is only possible with a good command of the language. 'In terms of semantic and grammatical structure, speech is the foundation of language. The speaker or writer expresses their opinion through this medium. As a result, the most important aspect of teaching English is the development of coherent speech in students. Students' communicative education has recently received special attention because it is regarded as the key to the successful formation of a socially active personality. This article reveals the contents of some methodological aspects of the development of coherent speech when teaching parts of speech in the English language based on these provisions.

Keywords: English Language; English Speech; Teaching English.

1. Introduction

The importance of intensive speech development for students is recognized at this stage of humanitarian education. As a result, the new Federal State Educational Standard on the native language, approved by Order of the Ministry of Education of the Russian Federation No. 721 of May 21, 2021, includes the following requirements in the subject area "Native language and Literature," aimed at: 1-Improving the types of speech activity (listening, reading, speaking, and writing) that ensure effective interaction with others in formal and informal interpersonal and intercultural communication situations; 2-Using the native language's communicative and aesthetic capabilities; 3-Expansion and systematization of scientific knowledge about the native language; understanding of the relationship between its levels and units; mastery of basic linguistic concepts, basic units, and grammatical categories of the native language; 4-Expanding the scope of grammatical means used in speech for the free expression of thoughts and feelings in the native language is appropriate to the situation and style of communication; 5-Aiming for self-improvement in speech.

Language education and student speech development are now inextricably linked and interdependent. In general, speech development is an educational, cognitive activity of students organized by a teacher and based on grammar study, with the goal of improving and enriching the communicative skills of students in forming and expressing their thoughts, feelings, and motives. Native language lessons help students develop a system of knowledge about their native language, introduce them to the functional potential of each language unit, and transmit the advances of modern linguistic science. One of the most important directions in creating the necessary conditions for students' conscious perception of their own speech and the speech of others is the formation of a grammatical concept of parts of speech, which ensures the development of logical and grammatical thinking (Abdrakhmanova et al., 2016).

Given the above background, the subject of our study was the process of developing coherent speech in native language lessons. The study's goal is to identify methodological features of the development of coherent speech in native language lessons when teaching parts of speech. Methodologists Aydarova et al. (2017), Sokolova and others studied the development of coherent speech in linguomethodical aspects, as well as research On the theory of the relationship between

language and speech (Shakirova & Galiullina, 2019) On the peculiarities of the process of learning educational material (Galiullina et al., 2021); On the theory and methodology of teaching the English language (Valeeva & Sattarov, 2000).

2. Literature Review

A major concern for speaking teachers is how to provide their students with effective speaking skills. Discourse-level text feature studies have attempted to provide a key to understanding effective speaking. Halliday and Hasan's (1976) cohesion theory has been one of the most influential discourse theories. Its application to the teaching of speaking has been criticized as being too text-oriented and ignoring the contributions of schema-theoretical views of text processing as an interactive process between the text and the reader, most recently by Morgan and Sellner (1980) and Carrell (1982). Carrell's article sparked a discussion about the roles of cohesion and coherence in the teaching of English as a second language. Despite this growing interest and many impressions about the relationship between cohesion and coherence in speaking, no published research includes a detailed linguistic analysis of cohesion in the speaking of ESL students. In the essays, cohesion will be examined using Halliday and Hasan's (1976) theory. Coherence will be evaluated holistically. Furthermore, the compositions will be analyzed using a method that examines interactive relationships between sentences as well as the communicative purposes of sentences in order to find linguistic features that contribute to coherence.

Cohesion is one aspect of textuality in a text. Text is defined by Halliday and Hasan (1976) as a semantic unit whose parts are linked together by explicit cohesive ties. Cohesion, according to them, is dependent on the coreference of lexical and grammatical items that allow sentence sequences to be understood as connected discourse rather than as autonomous sentences. The parts of the text are linked together by explicit cohesive ties, which are "semantic relations between an element in a text and some other element that is crucial to its interpretation" (1976). Cohesion in English (1976) specifies five major classes of cohesive ties: reference, substitution, ellipsis, conjunction, and lexical cohesion, each with numerous subclasses and sub-subclasses. Reference, conjunction, and lexical cohesion appear in written discourse, but substitution and ellipsis are more common in conversation (de Beaugrande & Dressier, 1981; Witte & Faigley, 1981).

3. Methodology

The study employed the following methods: theoretical (analysis of linguistic, psychological, and methodological literature on the research problem); socio-pedagogical (analysis of programs, textbooks, and manuals, observation of coherent speech, identification of typical student mistakes); and experimental. Students develop skills and abilities through complex work with exemplary texts, such as correctly using independent parts of speech in a coherent speech in accordance with literary language norms, presenting the text, and using synonyms, antonyms, and phraseological units to create vivid and expressive text descriptions.

4. Results

Some methodological aspects of improving the effectiveness of teaching independent parts of speech of the English language in schools, as well as creating the most favorable conditions for their assimilation as a unity of language and speech units, are disclosed and supported. The concept of coherent speech is highlighted, as are the requirements for it, and some aspects of developing coherent speech in teaching English parts of speech are revealed. The set of linguistic and methodological conditions focusing on the development of students' language and speech competence is supported.

Conscious perception of language theory and an understanding of the essence of linguistic concepts is the main indicator of students' formation of knowledge, skills, and abilities about independent parts of speech. Students' awareness of these concepts is increased by emphasizing their sides, signs, and concretization of specific grammatical phenomena. Of course, such awareness of the totality of signs does not occur all at once. Nonetheless, it is accomplished by gradually accumulating knowledge and ideas about various manifestations of this phenomenon. As a result of their work on this linguistic phenomenon, the teacher should bring students to an understanding of the totality of signs of a specific part of the English language's speech, namely, lexical, morphological, and syntactic features. The ultimate goal of teaching parts of speech is to correct contextual use in speech; thus, the text should serve as both a training and a control unit. That is, when teaching native language parts of speech, the presentation of language material should be based on meaningful texts.

The text is, as is well-established, a semantically unified complex integral system of communicative units. Additionally, as a linguomethodical unit, the text permits the fusion of two crucial language learning directions. This pertains to the understanding of the language system, norms, communication rules, and speech behavior.

Performing exercises on a textual basis aids in the conscious perception of material about parts of speech, the observation of semantics, the disclosure of text-forming functions, the formation of an idea of the communicative significance of the studied part of speech, the development of the ability to analyze a word as a grammatical unit of language, taking into account the synthesis of grammatical theory, and the development of speech. All work on the text is based on a specific action system with morphological units. All operations aim to identify semantic, structural, or functional features of the analyzed word from the beginning of the sentence to the end of the text. Furthermore, this cognition process is based on actions based on logical operations such as analysis, synthesis, comparison, and generalization.

Most scientists believe that grammar study should be combined with speech development. Educators paid close attention to this issue in the nineteenth century. Thus, when defining the purpose of studying grammar, a prominent English scientist assumes the development of a coherent spoken language, paying special attention to the ability to select and pronounce words and stylistic techniques correctly. The concept proposed by Baranov et al. (2001) of viewing program material "from the standpoint of communication, functions, meaning, and use of linguistic phenomena" is also relevant to us (Dushnitskaya, 2017).

It is necessary to observe purposeful stages when forming morphological concepts for this purpose: The first stage is the concept's introduction, or the initial acquaintance with a specific independent part of speech, which places the concept in the hierarchy of other morphological concepts. In this regard, each part of speech is weighed against the other parts of speech; different signs of a word as part of speech (lexical and grammatical meanings) are compared. The material is comprehended in the second stage, and material (materialized) activity with objects is organized, in our case - with signs of a specific part of speech as part of words, phrases, and sentences. Comprehension of the studied material includes many thought processes, such as comparison, analysis and synthesis, abstraction and concretization, generalization, and systematization, which is a wide range of psychological processes in which the content of educational material is revealed, and observation of a multitude of areas related to the studied part of speech is organized.

The third stage entails honing the ability to delve into details, assess the meaning of individual linguistic elements in coherent speech, and master the literary norm. Internal integration of the language and speech components is carried out at this stage. Each stage is distinguished by distinct types of work aimed at analyzing linguistic facts, with the goal of comprehending, memorizing, and reproducing linguistic facts, as well as clarifying their content, form, and use in oral and written speech. These exercises ensure the development of students' language and thinking abilities, as well as the improvement of their abstract thinking. This allows students to apply their newly acquired grammatical knowledge and expanded vocabulary in their speech, i.e., in practice. This type of exercise should include choosing their own examples of a new linguistic phenomenon, constructing sentences and texts with a grammatical task, correcting language errors, symbolic representation of linguistic phenomena, and writing essays. Students use the acquired knowledge and skills in various combinations, learn to find original solutions to tasks set independently, develop linguistic and communicative competence, the ability to analyze a specific part of speech as a unit of speech and educate students of aesthetic taste when using fragments of works of art and texts of oral folk art when performing exercises of this type.

5. Discussion

Scientists have long been interested in the development of students' coherent speech as the most important aspect of teaching their native language. The term "coherent speech" has several meanings in methodological science: 1) the process, the speaker's activity; 2) the product, the outcome of this activity, the text, the statement; and 3) the section of the speech development methodology (Lebedeva, 2011). We define coherent speech as a unit of speech in which the constituent linguistic components represent a single whole organized according to the logic and grammatical structure of language. Teaching coherent speech in native language lessons is a consistent and important task that is typically carried out in three ways: The first is the development of literary norms in the language; the second is the enrichment of students' vocabulary and the competent use of language units. The third direction entails teaching students how to express themselves orally and in writing in a coherent and accessible manner. During lessons and extracurricular activities, this direction is implemented when writing essays and expositions and analyzing works of art (Kharisova, 2015).

6. Conclusion

The theoretical significance of our research is that it adds an ethnonational component to the modern theory of teaching in educational organizations, supplementing it with the justification of methodological aspects of increasing the possibilities of the educational process for the development of coherent speech of students when teaching independent parts of speech of the English language. The research's practical significance stems from the fact that the proposed aspects of developing a student's coherent speech when teaching independent parts of speech (namely, the development of a complex of communicative speech skills and abilities based on the material of a coherent text; students' awareness of the text-forming role, the function of speech expressiveness, and the aesthetic function of parts of speech) enable them to solve issues related to th Finally, we would like to emphasize that the development of coherent speech is a deliberate, systematic, and teacher-led process of implementing language in the act of communication, enriching students' vocabulary and improving the structure of their speech and thinking.

Obviously, the development of speech, the ability to think correctly and coherently, and the ability to express and write thoughts correctly, consistently, fully, and accurately should all be prioritized in the process of learning a native language. If the capabilities of a native language are used for the development of speech and the formation of students' communicative competence, they will be able to improve the quality of their native language knowledge significantly, competently build relationships with peers and adults, express thoughts and feelings in various ways, and direct creative opportunities to solve various tasks.

Acknowledgments

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