

# Taxonomy of Speech Activity in Pedagogues Teaching a Foreign Language

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**Abstract.** This article can be considered from the point of view of the purposeful nature of the professional activity of teachers conducting training in a foreign language. It serves as a conceptual basis for the formation of speech-normative activity - as a practical database that forms the concepts and signs of the purposeful professional thinking of the teacher. Acts of speech communication include interrelated processes - speech pronunciation, speech understanding and speech performance. A pedagogue teaching a foreign language "must have individual psychological characteristics that determine the success of an activity or a series of activities" in order to manage constructive speech activities.

**Key words:** conceptual, consent, reproductive types, intentionality, cycles, ambiguities, compatibility, perception, violation, consensus.

**Introduction.** The perception and speech expression of a foreign language teacher is a specific objectified movement aimed at observing the sources of communication and established professional truth. This determines the specific features of the speech and thinking activity of a foreign language teacher - the aspiration to the pedagogical (subject) ideal. Having studied the conceptual foundations of the formation of speech activity of a pedagogue who teaches a foreign language, we emphasize the following conditions for a thinking subject to achieve a high level of speech ability in the professional field:

- the consent of the pedagogue who teaches a foreign language to implement a constructive communication strategy in a foreign language class;
- mastering the technology of speech competence, the technical skill of harmonizing the universe of sound and the universe of meaning in the process of constructive interaction with students in a foreign language class.

The higher the level of agreement, commonality of views, consensus or striving for it among the communication partners, the higher the technical mastery of productive and reproductive types of speech. The thinking task to be solved by a pedagogue teaching a foreign language is always formed and implemented through the language of communication with a specific communicative purpose. Problems in communicating with students can be problems related to the technical delivery of the message (interrupted voice, reactive intonation, etc.), which is actually explained by the introversion of the pedagogue in a two-way pedagogical dialogue with the student in a foreign language lesson.

The agreement of the pedagogue who teaches a foreign language to implement the instruction of constructive communication with the speech partner (intentional factor) is not only a linguistic factor, but also a reality of harmonious perception of life and surrounding reality. Speech communication, as an external form of the subject's activity, imposes a number of requirements on its communication partners. Striving for harmony in a foreign language lesson goes through a series of cycles of presentation, problematization and reflection of speech relations of partners.

The consciously perceived intentionality of speech-related actions of a pedagogue who teaches a foreign language (the orientation of the mind to the subject) implies the subject's systematization of

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meaningful pictures, symbols, and concepts that create a basis for effective work in the professional field of foreign language teaching. In a number of studies, we can see that conceptual learning related to constructs related to the logically correct naming of observed objects and events in the language being studied, or functional hypotheses put forward in this regard, is studied separately ("Newest Philosophical Dictionary, 1999, 327).[1] Foreign language constructive speech in the teacher's activity is formed on the basis of abstracting the ambiguities between real objects and events and processes that have a special socio-cultural status.

The subject's purposeful and planned introduction of constructs in the social-communicative relations with the learners into the teaching practice (V.A. Abushenko 1998)[2] takes control over the following processes that take place in speech terminals requires:

- 1) the ability to logically express the model of achievements in foreign language education;
- 2) expansion of connections between the constructs of the integrated system;
- 3) stability of functions resulting from subject intentionality of constructs;
- 4) compatibility of introduced constructs with social and cultural phenomena;
- 5) adequacy of conceptual and empirical parameters of speech communication of terminals.

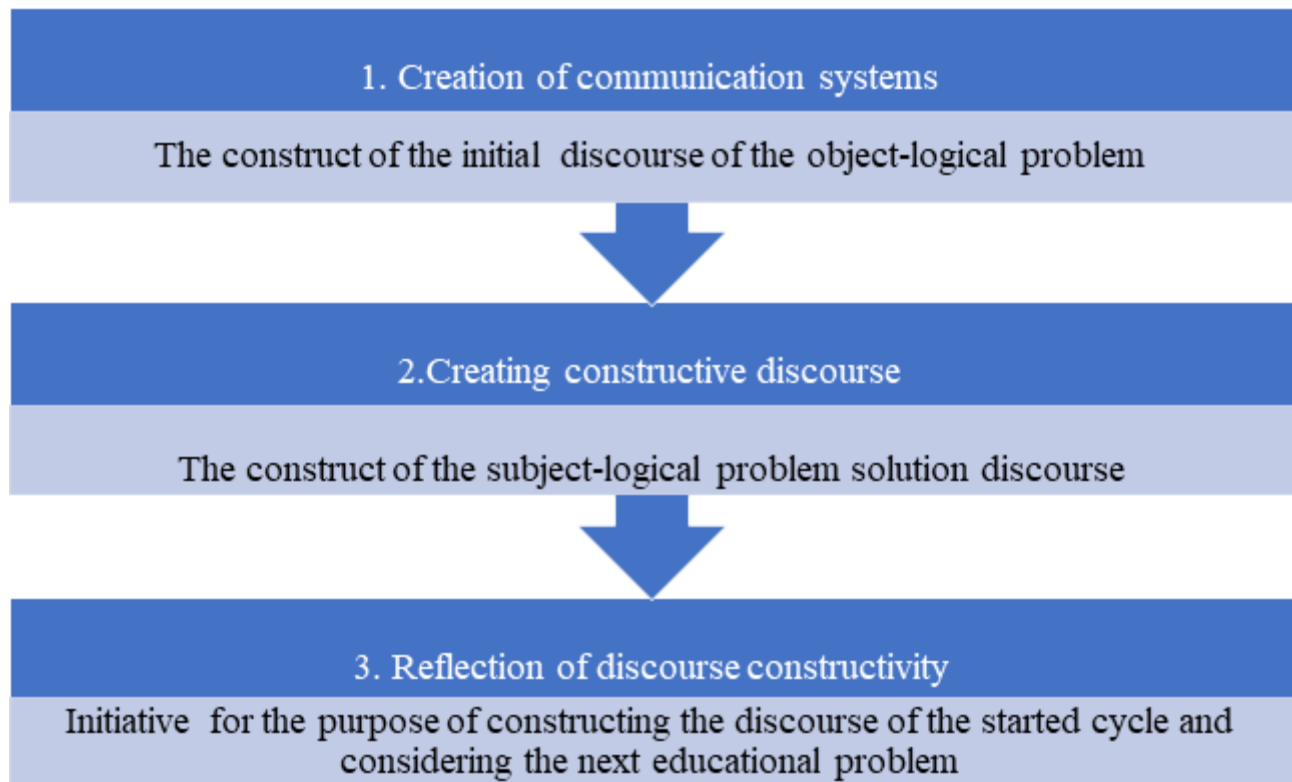
Perception of speech communication is the subject's thinking on concepts (a set of meaningful words), that is, the intentional subject uses the constructs of the foreign language teacher.

The taxonomy of the effective speech activity of the intentional subject in the educational processes of a foreign language means the systematization and classification of names and references in the social-communicative speech sphere in a hierarchical manner. The mutual ratio of reference and naming in speech activity depends on the level of availability of informative communicative sources of the conditions for the formation of speech competences at a high level in the pedagogue who teaches a foreign language. If you mean "acquiring information modules through communicative sources", it means exactly what is transmitted by the subject of speech. If we understand, then the practice of organizing foreign language teaching would consist of monitoring the information given to the communicative "partner" and not the information that the communicative partner receives independently, auto-communicatively, with his own research and initiatives.

In the practice of teaching a foreign language, a common situation is observed: the pedagogue conveys a certain information, but instead receives a response of a different content. This case is characterized by the speech actions of the "transmitting" subject, which do not even hope for an effective end, that is, for the main construct. Such speech acts are in the ratio of references (for example, the excess of reference in social-communicative relations) and the ratio of naming (for example, the result of a violation in terms, place names, finding an alternative in meanings, etc.) (for example, an increase in reference in social-communicative relations) and naming (for example, the result of a violation of terms, place names, finding the opposite in meanings, etc.) does not take into account the achievement of adequacy.

We recommend the following models for the formation and development of high speech competence of a pedagogue teaching a foreign language, taking into account the problems of referencing and naming in the field of communicative relations with students.





There are different approaches to the problem of preventing or correcting errors.

Let's consider some of them. Many sources talk about different types of error correction, designated by authoritative linguists:

1. **Explicit correction.** Explicit correction, when the teacher directly points out the mistake made, explains what it is, and gives the correct answer.
2. **Recast. Paraphrase** - pronouncing/writing the original incorrect speech pattern without the error, but without any explanation from the teacher.
3. **Clarification Request.** Request for clarification, when the teacher lets you know that he/she did not understand the student's statement. This is a common situation in real communication.
4. **Metalinguistic Cues.** Use of terminology (for example, grammatical - the teacher uses the term: "time", "article", etc.) - a reaction related to the student's statement, but does not offer the correct form.
5. **Elicitation.** Stimulation of speech-thinking activity, motivation to correct and subsequent "extraction" of the correct form. For example, the teacher repeats the student's statement up to the point where the mistake was made. The teacher can accompany his words with finger coding: counting each spoken word with his fingers, marking the "finger-error".
6. **Repetition.** The teacher repeats the student's incorrectly articulated statement with mandatory verbal emphasis in the part where the mistake was made. If you do not highlight the mistake with your voice, the student may think that the plausibility of the statement is being questioned.

Correcting errors during oral speech has a negative impact on the course of communication, since the teacher's constant intervention destroys the purpose of communication. In monologue speech, correcting all errors can confuse the speaker. In the manual "Foreign Language Lesson in High School" E.I. Passov notes that it is enough to correct errors that distort the meaning and interfere with mutual understanding.[3] Excessive correction of errors when learning a foreign language reduces the flow of speech, disrupts the integrity of the statement, and reduces motivation. The teacher must know the preferences and learning styles of his students, and in accordance with this, decide how and when to correct errors. Productive methods are: recording the error and discussing it after some time;



correction of the error by the student himself or his classmates. However, questions related to error correction are still open: is it necessary to correct students' errors? When and what errors should be corrected? Many others. The most controversial question is whether errors should be corrected immediately or after some time. Firstly, we are faced with a dilemma - fluency or accuracy. For the purposes of communication, correcting errors after some time is preferable. Some students who have a high level of foreign language communicative competence believe that the question of the advisability of correcting errors immediately depends on the type of errors made, for example, grammatical and phonetic errors should be corrected immediately. The teacher's intuition and feedback from students also play an important role. In many cases, the speech expression and speech-thinking of a foreign language teacher (Milrud R.P., Maksimova P.R., 2000: 14) [4] depends on the objective factors of the environment he lives in. The development of types of speech activity, of course, involves development of students' skills in constructing negative statements. However, in our opinion, teaching negative-negative predication should go in parallel with an explanation of the problems of communication with the potential for its neutralization (problems).[5]

**Conclusion.** The prospects of this study lie in the possibility of its use for further development of problems of management of professional pedagogical communication, as well as the introduction of a methodological apparatus for the formation of professional knowledge, skills and abilities of a foreign language teacher in their practical activities.

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