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## **Interconnected teaching of speech activities in universities of the Republic of Kazakhstan**

This article is a continuation of the scientific article "Formation of foreign language speech skills" published in the international scientific conference "Perspective Issues of World Science" on December 15, 2020.

This article describes methodological grounds of interconnected teaching of speech activity types and shows the ways of its realization in the practice of teaching English as a foreign language in a language institute of higher education.

By "interconnected" we mean training aimed at the simultaneous formation of the four main types of speech activity within a certain sequence-time relationship, on the basis of common language material, with a special series of exercises. "Simultaneity" means that each speech skill, considered as an independent type of speech activity, develops from the beginning of training and that the development of one type of speech activity contributes to the development of the others, facilitates mastering them [1, 4].

Having said that, speech activity is also understood as an active, purposeful, mediated by the language system and conditioned by the situation of communication process of transmission or reception of a message. Speech activity, according to L.N. Leontiev's theory, is considered as an independent activity corresponding to all its basic characteristics (motivation of activity, its subject content, structural organization and mechanisms: comprehension, memory, etc.) [2].

The least solved in the methodology of teaching foreign languages, but important for interconnected learning is the problem of establishing a rational ratio between different types of speech activity in the learning process, i.e. their time distribution. A certain attempt to solve this problem was attempted in non-linguistic universities, where as a result of extensive experimental work the most expedient temporal ratio of speech activity types in foreign language teaching was discovered, which was reflected in the "Program of the English language for students studying at universities of the Republic of Kazakhstan" [3] and in a number of other documents.

At the Faculty of Foreign Languages at E. A. Buketov Karaganda University, the sequence-time correlation of speech activity types is determined for the initial (1st course) and main (2nd-4th courses) stages of teaching English as a foreign language to future specialists.

Classes are organized in such a way that within 10 minutes the work on the actualization of linguistic means, i.e. lexical and grammatical material mastered by students earlier and necessary for this lesson is carried out, new linguistic material is introduced and primary consolidated. In this case the skills of quick recognition of familiar lexical units, grammatical forms and constructions, definition of the meaning of unfamiliar words by context and word-formation patterns are developed (auditory and visual guessing)

The most part of the time (about 40 minutes) is devoted to teaching listening, reading, speaking and writing as types of speech activity. In this case, the lexical and grammatical material introduced and reinforced in the process of preparatory exercises, is included in all kinds of speech activities, training which is aimed at solving communicative tasks facing each of them: the formation of communicative needs, awareness of the subject, etc. In the process of purposeful training, skills common to all types of speech activity are developed [4].

Let's analyze working schemes of sequence-time correlation of types of speech activity for each cycle of lessons. Work on speech skills in all classes of the first cycle begins with the development of listening, to which most of the lesson time is devoted. Two audio texts are offered for listening. One is for listening with a general

coverage of content and understanding only what the text is about (students learn to determine the topic of the message), the other is designed to teach the ability to establish (determine) the semantic parts of the message, i.e. the skill associated with the formation of a comprehension mechanism. Speaking and writing skills are corrected on the material of the listened text. Each lesson of the first cycle ends with work on reading. The task of the first cycle in this type of speech activity is to improve the skills of scanning reading [5], [6].

The general topic of the studied literature inevitably entails repetition of a certain part of the information, so it is important that the student is able to find only new information in other sources on the basis of the studied material of one source (e.g., a lecture). Because of this, from the first classes special attention is paid to the development of skills of scanning reading.

The second cycle begins with reading, which now takes up most of the lesson time. This improves reading skills and develops skimming skills. There are two texts to work on. One is for general reading and comprehension of what is being talked about. In this case, a similar task in the previous cycle allows you not to spend time on explaining what is important in determining the topic of the text, the main focus is on achieving the fast pace reading typical to skimming. The second text is offered to improve the skills of extensive reading and the formation of skills related to the mechanism of comprehension. In this case during the learning of reading the skills formed earlier (the ability to allocate semantic parts in the text) are consolidated, and new, more complex skills are developed (allocation of the main idea of the semantic part and the thoughts detailing the main idea)

In the second cycle, skills in productive types of speech activity become more complex. Classes of this cycle end with work on listening. Listening to a text is aimed at understanding the general content and extracting new information.

Beginning with the third cycle, more time is devoted to the development of skills and abilities in productive speech activities, which are taught at the beginning of the class. The contents of speaking and writing materials are texts that students listen to and read beforehand at home. Texts for homework are read using the methods of

intensive reading. On this basis, students develop the ability to make a complex plan of the read (listened) text, build their own statement of situational and micro-thematic nature with reference to the plan. In this way the skills associated with the formation of the comprehension mechanism and developed in the classes during the first two cycles. In the development of receptive types of speech activity much attention is paid to the ability to orient in the logical and semantic structure of the text, ability to learn, to see and understand different ways of expressing the logic of the text, determine the nature of the "connection" of both individual sentences and semantic parts [6]. These skills are especially actively developed in lessons of the fourth cycle when teaching speaking, which at this stage is the dominant type of speech activity, so most of the time in class is devoted to it.

Thus, the sequence-time correlation of types of speech activity shows that the interconnected training at the initial stage of higher education is implemented as simultaneous training in all four main types of speech activity with the dominance of one of them and a certain specific weight of each of them in each lesson.

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