

The Importance of Educational Technology of Oral Speech in Secondary School Students

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Abstract:

Pedagogical technology means system combination and a procedure of functioning of all personal, instrumental and methodological tools used for achievement of pedagogical objectives. It technology is a sequential interrelated system of teacher`s actions directed to solvation of pedagogical tasks; systematic and successive implementation in practice of a previously planned pedagogical process; strictly scientific design and perfect reproduction of pedagogical actions ensuring success.

Keywords: systematic and successive implementation, reproduction, pedagogical action, conscious speech.

Speech activity development of a junior pupil occurs through the development of communication skills, since communication executes through the generation of proper utterances. The processes of speech activity development are carried out on the basis of structural regularities of conscious coherent speech making. There are best practices in modern pedagogical sciences of scientific researches devoted to topical issues of training and education in elementary school including speech activity development of junior pupils by using the newest educational technologies. All researches organically combine psychological and pedagogical approaches to resolution of the problems set.

Complexes of psychological and pedagogical methods are applied to provide for the development of qualitatively new integrated psychological and pedagogical recommendations. The State Compulsory Educational Standard of elementary education in the Republic of Kazakhstan determines educational areas combining several closely related school subjects as follows: "Language and Literature", "Mathematics and Computer Sciences", "General Science", "Social Studies", "Arts and Technology", "Physical Training", as well as requirements to anticipated learning outcomes designed in the light of each educational area specific features are stated. During the research the unit "Language and Literature" was examined in details within the framework of the issue considered.

Thus, the content of educational area "Language and Literature" is implemented in school subjects as follows: 1) "Learning the basics of how to read and write", "Literature reading", "Kazakh Language" in Kazakh classes, "Russian Language" in Russian classes, where "Kazakh Language" in non-Kazakh classes, and "Russian Language" in non-Russian classes, "English Language"; 2) in educational organizations with classes studying the language of ethnic groups that are densely residing on the territory of the Republic of Kazakhstan, the educational area "Language and Literature" includes additionally "Native language and Literature" of this peculiar ethnic group. School subject "Native Language" for educational institutions with the Uighur, the Uzbek, and the Tadjik languages of study is included in the invariant aspect of the standard educational plan (State Compulsory Educational Standard of elementary educational. Teaching of school subjects of the unit "Language and Literature" assumes the use of communicative technologies which are

directed to maximum immersion of the pupil in language process. The main objective is to teach proper thinking and developing speech in several languages. In teaching process one should target the interpersonal interaction in educational-bring-up process.

The basis of communicative educational technology shall include as follows: practical orientation to language learning in school; communicative speech basis of language learning process; integrated language material management; differentiated approach in teaching process; comprehensive training process intensification. Communicative teaching method of speaking includes the below mentioned five principles: verbal and cogitative activity principle; principle of individualization with the leading role of its personal aspect; functionality principle; situationality principle; principle of novelty. The nature of training based upon the use of communicative learning technologies lies in arrangement of conditions required for the formation of active cognitive activity of learners.

The key idea of skills shaping of the junior pupil is to take part in learning activity as a subject, as well as his/her capability to work in team and show communication skills. Thus, in educational-bringing-up process of elementary branch in general education school the communicative technologies are used as means of communication skills shaping and as activization means of educational-cognitive activity of learners. Working by means of using communicative educational technologies offers the teacher the opportunities as follows: involving each pupil in active cognitive process, whereby not passive acquirement of knowledge, but active cognitive activity; use of acquired knowledge in practice and clear understanding of where, how and for what the knowledge can be applied; cooperative work in team while solving different issues when relevant communication skills may be used; free access to necessary information to form one's own independent but well-reasoned opinion with respect to any given issue; constant testing of one's own intellective, physical and moral strength to determine evolving problems of reality and be able to solve them through the cooperative efforts by executing different roles. Therefore, the use of communicative technologies in teaching is means of communication and language-specific skills formation of junior pupils, which provide for personal self-development, independence in knowledge acquisition, ability to manage information and critical thinking development. Within the framework of our research we have tried to reveal the communicative technologies efficiency in process of speech activity development of junior pupils. According to the total of the learn, data reflecting the influence of communicative teaching methods on the development of speech activity of young children, obtained with the help of communicative techniques, are presented. The experimental stage of the study was preceded by a preparatory stage, which first allowed us to learn in detail the theoretical and practical aspects of the application of communicative educational technologies for young children.

Experimental design, materials and methods During the conduction of the learn, we used the following types of methods: theoretical (analysis, synthesis, classification, generalization, deduction, induction, analogy and modelling); empirical (observation, survey, questionnaire and interview); experimental (stating, developmental and diagnostic experiment); statistical (statistical analysis of the data, qualitative and quantitative analysis of the study results). Framework of the studies was made by modern concepts of schooling¹ pedagogics fundamentals of elementary

¹ Gershunskiy 1997, Ligay et al. 2015

school² theory of communication skills formation in teaching³, theory of speech activity development of learners⁴ and scientific foundations of communicative educational technologies⁵

According to Shcherba L.V. the most important means of communication is speech presenting the language implementation in acts of communication⁶ Based upon general philosophical approach the language is the means of understanding the world around. Language is a socio-historical product where there is a reflection of nation history, its culture, system of social relations and traditions.

Language exists, lives and develops in public consciousness, consciousness of the people speaking in it. Communication is mediated by language which is used as means and environment of cultural communication. Herewith, intercultural communication is performed by the language in which reflection of nation's culture and a language speaker is found. Personality development is fulfilled in terms of a dialogue of a human being with the world of culture. Language, according to Kolshanskiy G.V., is understood as a global phenomenon covering all kinds of communication in society⁷ However, minimal unit which integrate language elements for communication process is a speech action where communication is being performed. Language is understood through communication. Language proficiency is, first of all, a capacity to participate in actual communication, and knowledge of some certain elements of language has an additional meaning. The peculiar feature of communicative technologies is building-up of education on the basis of active interrelation of all participants of educational process with attraction of all possible means (sources) of information. He considered that private methodologies ensure integration of adjacent scientific knowledge when analyzing and substantiating the effective ways of education at each stage. The key feature of methodology is didactic processing of that specific material which is chosen as a subject to be learned at school. It justifies the variety of private methodologies and their independence as a branch of scientific-pedagogical knowledge. New tasks prior to development of private methodologies arise whereas it is necessary to improve education content. Solution of these problems affects all the components of educational process, its conditions and means. Improvement of educational content in private methodologies is connected to development of new methods and teaching techniques. Prospectivity of searches for new methods and instructional techniques is to assure development of creative cognitive activity of learners.

Materialization of pedagogical ideas is implemented by teaching methodology experts first and foremost in educational programs which determine the whole system of tasks, structure and content of any given educational area. Further development of the program or creation of new ones requires integration and the specific solution of many problems of methods: educational objectives, principles and selection criteria of content which is relevant to science development level; use of the most effective methods, means and forms of education. Multidimensionality in consideration of methodical fundamentals of educational-bringing-up process where objectives, content, methods, means and forms are dynamically interrelated calls for justified basis for didactic and psychology.

As a rule, analysis of this process in methodologies is given functionally from the perspective of any given problem only. The significant matter is to reveal integrality and diversity of interrelated activity of teacher and learners. Success of methodical systems realization is determined commonly

² Lvov 1985, Ramzayeva 1998

³ Passov 2010, Bystrova 1996

⁴ Kolshanskiy 1984, Politova 1984

⁵ Bepalko 1989, Klarin 1999, Kukushin 2004, Selevko 1998.

⁶ Shcherba 2001.

⁷ Kolshanskiy 1984.

by the teacher who, in fact, integrates methodology achievements – didactic and psychology in his/her work. The methodology is intended to ensure the combination of pedagogical knowledge with special ones on the level of their practical application by the teacher. Today the change of educational paradigm takes place: new educational concepts are being worked out and introduced, pedagogical education technologies are being improved and approbated. We observe active process of humanization and democratization of education that is shown in recognition of a new position of the pupil in education process and new interrelation system of pedagogical process subjects.

It becomes actual to make the content of education as personal development means of the pupil through the arrangement of learner-centered approach, development and penetration of new pedagogical education technologies. In the capacity of one of fundamental principles of personal development in psychological-pedagogical science the principle of self-development is advanced which determines the capacity of an individual to convert his/her life activities in the subject of practical transformation leading to the highest form of life activities – creative self-realization. The problem of development of personality communicativeness based upon new education technologies was considered by many scientists in their works. There is a wide range of researches in pedagogical science devoted to technification of education.

The use of pedagogical technologies promotes the saturation of educational sphere with effective ideas. The analysis of psychological and pedagogical literature shows the below stated different explanations of the notion “pedagogical technology”. Pedagogical technology is a combination of psychological-pedagogical backgrounds determining special package and arrangement of forms, methods, means, learning methods and educative means; it is organizational and methodological tooling of pedagogical process. Pedagogical technology is a conceptual technology of learning process realization. Pedagogical technology is a description of anticipated learning outcomes. Pedagogical technology is an elaborated in details model of mutual pedagogical activity on development and management of educational process with absolute provision of favourable conditions for learners and the teacher.

Literature

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