

Linguodidactic Principles of Developing Students' Monologic Speech during Foreign Language Teaching

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ABSTRACT

The development of monologic speech in primary school students during foreign language teaching is a crucial component of early language acquisition. This article explores linguodidactic principles that enhance the development of students' ability to produce coherent, structured, and fluent monologues. It examines the theoretical foundations of monologic speech, outlines effective teaching strategies, and identifies key factors that influence young learners' monologic speech proficiency.

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INTRODUCTION

Monologic speech, or the ability to deliver a structured and coherent oral presentation or narrative, is a crucial aptitude for learning foreign languages, particularly in elementary school. In monologic communication, a speaker presents facts, viewpoints, or concepts in a lengthy conversation without speaking to others right away. This skill differs from dialogic speech, where communication involves interaction and feedback. For young learners, the development of monologic speech presents a unique set of challenges due to cognitive, linguistic, and psychological factors.

Monologic speech development in foreign language learning, especially for young learners, relies heavily on the interaction between linguistic and cognitive processes. Language learning is a matter of internalizing structural principles that underlie all languages that effective language instruction should tap into these innate capacities while being mindful of learners' developmental stage. [5, 60] Cognitive development significantly influences language acquisition, as "the construction of reality in the child" shapes their understanding and use of linguistic forms. [14, 120]

This article aims to address the pedagogical and linguistic principles that contribute to developing monologic speech among primary school students during foreign language instruction. It investigates how specific instructional strategies and classroom environments can support the acquisition of this critical communicative skill. The study focuses on identifying effective linguodidactic principles to support language teachers in fostering students' ability to produce monologic discourse confidently and fluently in a foreign language. Language is the tool through which thought becomes verbal. [16, 29] Therefore, integrating linguodidactic principles to develop monologic speech is foundational in fostering cognitive and communicative skills from an early age.

METHODOLOGY

The study utilized a mixed-methods approach, combining qualitative and quantitative research to assess the development of monologic speech in primary school students learning a foreign language. The participants consisted of 40 students aged 7-10 from one secondary school №263 in Tashkent, divided into experimental and control groups.

1. Qualitative Data Collection

- **Observations:** Classroom observations were conducted to identify teaching practices that promote monologic speech. Observers took note of student engagement, teacher scaffolding, and the use of teaching aids.
- **Teacher Interviews:** Semi-structured interviews were held with language teachers to gain insights into their methods for teaching monologic speech and their views on the challenges and opportunities in developing this skill.
- **Student Interviews:** Short, open-ended interviews with students assessed their confidence and attitude towards producing monologic speech.

2. Quantitative Data Collection

- **Pre- and Post-Tests:** To evaluate students' progress in monologic speech, pre-tests were administered at the beginning of the study, and post-tests were conducted after a 10-week intervention period.
- **Speech Performance Rubric:** A rubric was used to assess students' monologic speech based on criteria such as fluency, structure, grammatical accuracy, and lexical range.

3. Intervention Strategies

In the experimental group, the following strategies were implemented:

- **Scaffolding:** Teachers provided structured prompts, model speeches, and gradual withdrawal of support to encourage independent speech production.
- **Interactive Activities:** Storytelling, picture description, and role-playing exercises were integrated into lessons.

One of the foundational methods used was story retelling, which involved students listening to short stories or anecdotes and then recounting them in their own words. This approach not only reinforced listening comprehension but also helped in structuring ideas into coherent monologues. Students were encouraged to express personal narratives on familiar topics such as family, hobbies, or favorite activities, gradually gaining confidence in independent expression.

Role-playing involved assigning students specific characters or scenarios where they had to engage in monologic speech to describe, explain, or narrate events from their character's perspective. For instance, students acted as a tour guide describing a location or as a "scientist" explaining an experiment. This method fostered creativity and enabled students to expand their vocabulary contextually, enhancing their ability to structure information independently [10. c.42).

- **Focus on Communicative Competence:** Lessons emphasized the use of appropriate expressions and vocabulary, aiming for effective communication rather than perfect accuracy.

RESULTS

The results of the study indicated a significant improvement in the monologic speech abilities of the experimental group compared to the control group. Pre- and post-test data demonstrated the following findings:

1. **Fluency:** Students in the experimental group showed a 35% increase in fluency scores, with fewer pauses and hesitations in their speech. In contrast, the control group's fluency improved by only 10%.
2. **Structure:** The experimental group demonstrated better organization in their monologic speech, with a clear beginning, middle, and end. They effectively used transition words and maintained a logical

sequence of ideas. Structure scores in the experimental group improved by 40%, while the control group showed a modest 15% increase.

3. **Grammatical Accuracy:** Though the emphasis was on communication, the experimental group also improved in grammatical accuracy by 25%. Errors in sentence structure and verb conjugations decreased as students became more comfortable speaking.
4. **Lexical Range:** Vocabulary usage expanded significantly in the experimental group, which saw a 30% increase in lexical variety, especially in thematic topics such as daily activities and personal experiences.

DISCUSSION

The findings suggest that linguodidactic principles focusing on scaffolded instruction and communicative competence have a profound impact on developing monologic speech in primary school learners. The structured support provided by the teacher, especially through modeling and guided practice, allowed students to build confidence and gradually transition to more autonomous speech production.

The interactive nature of the activities, such as storytelling and picture description, fostered an engaging environment where students felt encouraged to express themselves. Additionally, emphasizing communicative competence over strict grammatical accuracy proved to be an effective strategy. Students in the experimental group were less inhibited by fear of making mistakes and more focused on conveying meaning.

The study highlights the importance of creating a classroom atmosphere that supports risk-taking and encourages students to attempt longer, more complex speech acts. Teachers play a vital role in this process by providing constructive feedback, offering appropriate language input, and adapting their teaching techniques to meet the needs of young learners.

CONCLUSION

The development of monologic speech in foreign language instruction at the primary level requires carefully designed teaching strategies that align with linguodidactic principles. Scaffolded learning, interactive exercises, and a focus on communicative competence are essential in fostering students' ability to produce extended discourse. This study provides a framework for language educators to implement effective techniques in the classroom, ultimately helping young learners become more proficient and confident in using foreign languages.

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