ROLE AND PLACE OF THE SPEECH MODELS IN THE PROCESS OF GRAMMAR STUDYING AT THE ELEMENTARY LEVEL

Dyadchenko H.V., *senior teacher*
Golovanenko Y.O, *senior teacher*

Process of effective grammar material organization includes creating the optimal system of speech models, being used during grammar material presentation as well as in the process of its training and automatization.

Speech models make possible easier learning material presentation both in the whole lingual complexes reproduced in the oral speech and in the one-typical analogic lines giving opportunity to the students to generalize some lingual facts and observe the grammar system of a language.

Each speech model is created on the basis of the abstract general model and at the same time must have such quality as concreteness. Any lingual unit being used as a speech model should be typical and communicative. The communicability of speech model reveals in the sense completion, having information and communicative aim according both to the usage situation and context. It also means that speech models should be connected with the real life and speech of common modern Ukrainians.

Speech models usage in the process of studying gives necessary effect if for their construction mostly typical grammar material is chosen. Such material should be supported enough with the lexical units as well as with the situational and thematic minimum of the present learning level. It also should give the opportunity to construct 7-10 various phrases on the basis of the model given and using simple and common words familiar to the students.

The basic unit for the system of the speech models building is the simple common sentence where familiar lexemes which don't need translation are being used. Such approach makes students' work at grammar rules achievement much easier and at the same time fastens it.

In those cases when as a result of transforming the construction of the phrase changes the grammar variant is observed as an independent basic unit for the speech model building. For instance: *Анна – студентка. Анна була (буде) студенткою.*

The constructions with the specific formal peculiarities (for instance: *Як вас звати?*) are given with the native language translation for

learning by heart because their model doesn't give the opportunity to construct many other phrases using their building scheme.

It is possible to divide the process of communicative work with the speech models being observed into three stages.

1 stage. Oral presentation of the model with the sight support including the explanation for which intention expressing and in which situation it is being used.

For more real reconstruction of the concrete situation it is advised to maximally use pictures, images or multimedia. In such a way the communicative direction and situational conditionality of the speech model proposed gets visual concreteness.

Depending on the the speech model structure the attention is being payed to the perception in the whole or to some components of the construction. The grammar topic is represented only in the volume according to the present learning stage.

Depending on the language material character as well as the lingual comprehension level sometimes it is possible to draw the students in the rules formulation.

2 stage. Speech model reading in the various phonetic exercises aimed at clear articulation and different intonation difficulties maximal removal.

3 stage. Step-by-step working at the speech model given in the various imitative exercises as well as the other ones aimed at substitution of the ready-made forms from the table and minimal grammar work aimed at transforming.

Multiple repeating of the speech model makes possible it's more effective assimilation and elementary grammar skills in speaking automatization.

After the speech model detailed learning the students continue to work with various dialogical units (models) for achieving speech skills automatization.

Such dialogues are aimed at variability of grammar formulas in the elements of the speech model given (masculine and feminine gender, etiquette *mu* and *Bu* formulas) as well as at communicative sense of the speech lines in turn.

Detailed preparatory work on the basis of the speech models provides approximate correctness of the communicative task fulfilment in the process of dialogical speech realization.

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