

THE ROLE OF “TAKING NOTES FROM A LIST” TECHNIQUE IN THE DEVELOPMENT OF JUNIOR PUPILS’ COHERENT SPEECH

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In theory and methodology considerable attention has traditionally been focused on the study of teaching coherent speech issues. The approaches of T.A. Ladyzhenskaya, M.R. Lvov affected the design of the Russian language course taught in primary school [1].

The works of F.A. Sokhin, N.A. Starodubova, A.M. Shakhnorovich, E.I. Tikheeva, V.I. Yashina state that the terminological meaning of coherent speech can be considered from the following positions: 1) the meaning of the process, the speaker’s activity; 2) the meaning of the product, the result of this activity, which is the text or the utterance; 3) as a section of the methodology, speech development work [2, p.186]. In theoretical–methodological studies coherent speech is understood as the presence of a single semantic and structural whole, including complete segments that are interconnected and thematically combined.

Since the main function of coherent speech is communicative, it is carried out in the form of a dialogue and a monologue. The Russian language curriculum for the first stage of general secondary education is based on the principle of continuity at each stage of its development, i.e., in each class. A sufficient number of hours are allocated for the formation of the junior pupils’ skills in the development of dialogue and monologue speech, drills in the construction of coherent texts. If considering the types of speech activity, we can observe that listening and speaking are characterized mainly by passive speech activity of schoolchildren. Active learning occurs during speaking and writing. The analysis of textbooks for grades II, III, IV enables us to assume that most of the practical tasks are aimed at the development of oral speech skills although the educational program implies such types of tasks as dictation, copying, composition, exposition as well. Creative written works are particularly difficult for students, which remains an urgent methodological problem.

The aim of the research work is to substantiate the methodological expediency and effectiveness of using the “taking notes from a list” technique in school practice.

Material and methods. The research was based on two fourth grades of the SEE “Secondary School № 21 of Orsha”. The experimental work was carried out in the control class (24 students) and experimental class (25 students).

6 teachers of the 1st category from 7–16-year experience participated in it. In the course of our work we relied on the theoretical foundations of the problem development, the analysis of the products of the students’ educational activities,

the analysis of the normative programmatic provision of the Russian language, the questionnaire, the methodology of the Russian researcher S.V. Likhachev.

Findings and their discussion. The work was carried out in three stages. At the initial stage, we determined the original state of formation of pupils' written speech skills. It was found that the greatest difficulty for students presented writing essays: 40,1% (10 people) in the control class and 48% (12 people) in the experimental class. The data was also confirmed during the survey of teachers: 100% of teachers believe that this type of written speech should be taught purposefully and a number of students need individual help.

At the second stage we used S.V. Likhachev's technique, studied the mechanism of its implementation, identified the prospects for using the new technique. It can be justified by the fact that schoolchildren are to move to the next educational stage (secondary school) where the number of academic subjects increases and the need to write on the studied topics enlarges. Since there is no concept of "taking notes" in the modern methodology of the primary school language course, we turned to the definition of S.V. Likhachev – "taking notes from a list". The essence of the tasks is either to use texts created by the teacher or to use texts from textbooks with a specific speech purpose. For written exercises they can be as follows:

- *copy the text omitting homogeneous sentence members, replace them with words of common gender;*
- *write off the text with the insertion of homogeneous minor or major members;*
- *reduce the number of paragraphs, preserving the meaning of the text;*
- *add new paragraphs using supporting words, etc.*

At the same time, tasks on orthographical and morphological topics are saved and completed by pupils in full.

By taking notes from a list a variety of tasks can be used that teach schoolchildren to realize that coherent speech is characterized by the integrity of content and form, that speech, whether oral or written, should be understandable for the interlocutor and the reader. Students learn the basic communicative qualities of coherent speech in practice, learn accuracy, logic, sequence of exposition, relevance, purity and clarity, language richness.

The following tasks were used in the experimental group:

1. "Text reduction" under the direction: *find sentences expressing the same thought and remove them; remove personal pronouns and words of a colloquial character, remove words with the same meaning; write down the text shortly, without secondary members; replace dictionary rows of specific meaning with words of common meaning and make simple, compound sentences with them.*

2. "Text expansion": *compose a letter to a friend or parents based on the proposed support with different appeals; insert as many epithets and comparisons as possible into the text; write a request with justification (argumentation).*

3. "Redrawing text": *make up the suggested text from ... sentences, ... words; make it up from the specified number of paragraphs; reduce it by saving only the main information; increase it by entering additional information.*

Approbation of these tasks allowed us to include in the experiment tasks approaching this type of complex work, such as taking notes, with the elements of which pupils will have met already in the 5th grade. On the topic “Spelling of III person pronouns” students were asked to independently create a reference table based on the rules which were read in the textbook and propaedeutic exercises. The analysis showed that this type of work was carried out at a *high level* in the experimental class by 7 people (28%), at an *average level* by 11 people (44%), at a *low level* by 8 people (32%). We consider these indicators testify that students’ skills have increased. Schoolchildren now have the opportunity to read the source material several times, think about its presentation in writing, make changes, reductions and additions. Therefore, already on the I step students acquire the ability to understand both the structure of the text and its topic, edit the created texts, formalize their thoughts lexically and stylistically correctly.

At the third stage of our research we evaluated the effectiveness of the proposed method of developing coherent speech based on the results of diagnostics, on studying the opinions of school teachers. If at the initial stage the indicators were lower by 5,0% in the experimental class, by the end of the work they had significantly increased. As a criteria we again used essay writing: we observed an increase in the control class: only 25% of pupils (6 people) required individual help in the control group; in the experimental group – 20% (5 people). The difficulty reduction indicator was more than 50%, which confirms the effectiveness of including this technique in the practice of the educational process.

Conclusion. The inclusion of taking notes from a list in the system of traditional approaches contributes to the creation of a favorable educational space. It acts as a trainer that develops consistently, stepwise practical written speech skills of schoolchildren.

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PECULIARITIES OF FIRE SAFETY RULES EDUCATION OF PEOPLE WITH MENTAL DISABILITIES

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The culture of life safety is a state of the social organization of a person that ensures a certain level of his safety in the process of life [1]. Human security in the 21st century cannot be ensured only by means of protection and response in already existing dangerous or emergency situations. A holistic ap-