Teaching Oral Speech: Problems of Modern Learning and Competence (On The Example Of The Korean Language)

Natalya D. Kim

Abstract: This article presents the issues of speech activity and communication. In studies of speech activity, it was found that almost every speech utterance contains speech phenomena that are not provided neither with the language system, nor with the norm of the language or with the usage. In this article sentences of motivation in the Korean language are considered, as well as forms of imperative and inviting inclination which are added to motivational sentences. This fact makes the syntax science solve the actual problems of communication and cognition. The question of the sentence and its structure, peculiarities of the syntax connection have various solutions in the researches of the contemporary Korean language. The reason is that in syntax analyzing theoretical question is connected mostly with the research of simple and complicated sentence, defining the methods of interaction of different parts of sentence. The sentence is a unit of communication and its semantics and structural composition had specific signs and certain grammatical constructions.

Index Terms: speech activity, communication, speech act, competence, Korean language

1 INTRODUCTION
The past decades, the main orientational development of education in society has undergone significant changes. If the possibility of transferring knowledge was taken seriously earlier, then today, it is obvious that knowledge is not transmitted, but obtained in the process of personally significant activity. Knowledge itself, without certain skills and abilities to use it, does not solve the problem of human education and his or her preparation for real learning activities in higher education institutions. At present, the question, as is known, is posed even broader. The purpose of education now is not just knowledge and skills, but certain personality traits, the formation of key competencies that should prepare young people for further life in society. The main key competencies in the preparation of a foreign language teacher can be highlighted:
1) Competence related to life in a cultural society, designed to perceive and study another culture, history, language, etc.
2) Competence that determines the possession of oral and written communication skills, that are important in the work of public life. This should also include knowledge of several languages, which are becoming increasingly important.
3) Competence related to the emergence of an information society. This could include possession of new technologies and understanding of their positive and negative sides.

2 THE MAIN RESULTS AND FINDINGS

2.1 Teaching oral speech: monologic and dialogical speech
Before proceeding to the description of methodological work on oral speech at different stages of training, we dwell briefly on some linguistic and psychological features of oral speech, bearing in mind in this case that oral foreign language speech is the purpose of education. Understanding of these features is primarily necessary in order to clearly distinguish between oral speech as a goal and oral speech as a means of learning. In the first case, the students’ speech works should have the basic features inherent in oral speech. In the second case, it is about the so-called oral exercises, during which other tasks are solved. Therefore, oral pronunciation of lexical, grammatical, phonetic units or their combinations not in all cases is characterized by the parameters inherent in verbal communication, since students often use isolated linguistic units, which deprives them of a communicative content. Speaking of the main linguistic features of oral speech, it is necessary first of all to emphasize its difference from written speech, which is of no small importance, taking into account the fact that in most cases up to now, oral foreign speech is taught on the basis of written speech. Oral utterance differs from written speech mainly by the direct nature of communication, the presence of live contact between the communicants, which, of course, has a great impact on the way and form of presentation of thoughts. The presence of a speech partner or just listeners enables a speaker to catch the slightest reaction of his partners in the speech act, and this makes it possible to “adapt” all the time, to respond promptly to the further course of the presentation of thoughts orally. Of course, educational oral speech with these characteristics can significantly differ from that which can be heard from native speakers who are engaged into a dialogue in some narrow sphere of communication. However, its methodological advantage lies in the fact that it is understandable to everyone who speaks this language, and, moreover, it is usually simpler in terms of expression and more normalized, which facilitates the assimilation of its basics and its use for the purpose of a communication. Describing the teaching methodology, we will keep in mind the following four prerequisites for the successful mastery of oral foreign language speech:

a) monological and dialogical forms of oral speech are studied at all stages in parallel;
b) an integrated approach to mastering the language is carried out, which means the simultaneous training of oral speech and reading, the consistent implementation of preparatory
(language) and speech exercises;
c) increased density of use of learning aids;
d) the widespread use of verbal tasks with their primary implementation in the laboratories of speech training (ENT).

In this report, we will examine in detail only the monological and dialogical forms of spoken language. Monological speech is not only important, but also quite effective activity. In Korean lessons, students can be encouraged to read expressively excerpts from writers' works, for example:

"The old woman could not bear it and the cock says:

A: Where is your pain?
B: I have a stomachache.

A: Write down your name here, date of birth and wait for a while! In the form "기다리세요 – 'wait' formed by attaching to the verb 기다리다 of an affix-marker of the final predicativity of imperative form –새요, the author-sender is requested to wait. Whether it is perceived by the addressee as the imperative form or as request, can be judged by the speech situation at the moment of action. Given the status-oriented relationship "employee – patient", "staff – user", rather this form is an expression of request from the patient. This conclusion is drawn basing on the status of relations peculiarities in Korean culture and society."

As it is known, in most educational institutions, work on the language in continuing groups begins with the so-called "corrective course". The main goal is to establish the level of students' language training and, on this basis, to conduct, as far as possible, leveling of knowledge, skills, which will further enable to pose more or less uniform tasks for the students of all groups. After completing the "corrective course", which, incidentally, is built largely on prepared dialogical oral speech and even more on oral exercises, we can begin to systematically master those objects of oral speech that make up the essence of the educational process at this stage.

2.2 Speech activity and incentive targeting in Korean speech

In contemporary Korean grammar imperative sentences are classified into imperative and invitation sentences [Kim 2018:5-10]. We adhere to this point of view, combining imperative form. This decision is connected with the tasks of research – to consider the proposals, which are implemented by the participants of the communication as a call to action and motivation for joint action. Formal-semantic structure of imperative objective sentences is that these proposals are used for appellative communication and by nature often do not require reciprocal voice reactions, their purpose is to seek, offer and call to any specific action of the addressee or interlocutor, for example:

A: 여가 아파서 왔어요?
B: 제가 아파서 왔는데요.
A: 그럼 여기 이름과 생년월일을 쓰시고 잡간 기다리세요.
A: Where is your pain?
B: I have a stomachache.
respectful social status (age, position). However, you can allow the recipient (B) statement 그럴게 해야겠어 – it would be necessary is directed toward himself, thinking about his future intentions. 아랫이 (form of obligation 아내/아니야/야 한다 and the future tense 겠), gives the interlocutor (the addressee) their attitude to the statement of the addressee (A). Order Group (명령). The group of sentence of the incentive setting 명령문 is distinguished by the fact that in the incentive forms stand out an order, a categorical order, a forbidding, a request, an instruction, a demand, a threat, insistence. For example, in sentences like:  
아, 그만해. 열른 나가라 - Listen, stop it, get out quickly!

The values of the order, request and instruction are simultaneously combined, transmitted using 야, 열른 or in the sentence:  
내일까지 꺼 해 주세요. - Be sure to do it tomorrow!

The meaning of order and request were realized in 꺼 and the previously mentioned affix marker of the final predicate of the imperative form -세요. Other examples are forms of categorical forbidding in relation to the addressee:  
이렇게 하면 틀리한 안 됩니다. - You can’t do this categorically!
이 제품은 보내지 말자 - Come on, we will not ship this item!

Request Group (부탁). We conditionally called the second group the group of the request, in which the incentive meanings, such as a request, an apology, a persuasion, a reassurance, a conviction, a plea were expressed:  
A: 난 이렇게 사는 게 편해요. 아무 생각 없이 ...
B: 얼마 가 너 공부 하기 를 바래. 너 오늘 파티에 안 가면 좋겠어  
A: I (conveniently) want to live like that. Without thinking about anything...

Mom wants you to study. It would be nice if you did not go to the party today.

The request expression is observed in the components 공부 하기 를 바래. - 면 좋겠다. From the point of view of intercultural pragmatics, these statements are very curious. A request for action is expressed only through object-oriented sentences. They contain a certain external paradox. On the one hand, the listed modifiers are actualizers of politeness to the younger in age, on the other hand, they are expressed in the form of a narrative.

Group of advice (상담): advice, instruction, warning, caution, suggestion, wish. This group includes such motivations when the addressing author does not require the action from the addressee-interlocutor: the addressee-interlocutor may or may not perform the action, i.e. addressing author does not impose his will:  
A: 아침 을 먹었어?
B: 아직 ...
A: 이세 밤 먹어라
A: Have you had breakfast?
B: Not yet ...
A: Go faster, eat!

or the expression of a request-advice expressed with the help of the auxiliary verb 주다 and the affix of finite predicability -세요, for example:  
A: 이 같이 복잡하다니 다른 길로 가 주세요.  
B: 네, 손님, 그렇게 할게요.  
A: These roads are loaded, take another road.  
B: Yes, customer. I will do so.

The combination of the verbs 가다 and 주다 and the affix marker of the final predicate 제요 express the request of the addressee’s author for the action, but the addressee can interpret the same sentence differently, for example, as a sentence-advice, a sentence-instruction. Group of appeal, motivation for the action (어린). The fourth group includes imperative meanings appeal, permission, assumption, consent, invitation, call:  
A: 여러분, 일회용품의 사용을 줄 일시다!  
B: 그렇게 하면 좋아요!  
A: Let’s reduce the use of disposable items!  
B: That would be great!

Regarding the semantic characteristics of motivational goal-setting sentences, it should be noted that the semantic-functional approach to the analysis of motivational goal-setting sentences involves studying the semantics of certain types of motivations:

- the incitement to the joint action of the speaker and the listener (addressee and addressee) by affixing the inducement marker - sentenced / 읽으세요, 자, 자, 여러분 이제 계속 갑니다. 조금 남았습니다.
So, now let’s move on. A little left.
아, 빨리 하고 가자.
Hey, let’s do it faster and let’s go.

- motivation for the action of the addressee by affixing markers  
- 십시요 / 읽 십시요, 제요 / 읽세요, 아라 / 어라 / 여라: 찾아 기다리 시시요. - (Sitting) Wait!
- 이길 드시 보세요. - It tastes good.
- 집에 가서 이길 좀 뜻해 야가 가 놓아 라. - Go home and put it in a wardrobe, as well as semantic connections between related motives and analysis of the nuances of motives in terms of their functions in the process of communication:  
내가 지금 영화 보러 가. 같이 갈래?
I’m going to watch a movie now. Can we go together? (Maybe, let’s go together)
이제 더 예쁘니. 이결로 할까요?
It’s actually beautiful. Maybe you will choose this.

Despite their interrogative targeting between the communicants, there is not a clearly expressed desire of the addressee for joint action with the meaning of uncertainty in the proposed action. In dividing sentences of imperative target setting, we will highlight exclamatory sentences (감탄 서술문, 감탄 서술형, 감탄문단) [박 영 순2001:40-60]. These include sentences that express various emotions or pronounced with a special emotional coloring. Exclamation sentences, like others, are endowed with lexico-grammatical and intonational features that, in essence, do not change the grammatical rules for the formation of predicate forms. Affixes of exclamation, surprise, admiration - 구나 [-guna] (abbr. - 군 [-gun], pol. - 군요
If the predicate receives expression with the action verb, then -군요 [-ningyuro] is attached to the basis of the verb, forming simultaneously the present tense form. What is being said is expressed by the nominal part of speech (noun, pronoun, etc.) and the verb connective 이다 [id] - 군요 [-ningyuro], etc. As a unit of language, an incentive sentence is a certain grammatical model, as a unit of speech is a model that has different meanings of utterances or phrases. An incentive sentence-utterance arises in the conditions of speech, being created by the addressee-speaker each time anew:

빌리 감시다. 우리가 듣으면 안해요.
[palli ka-psida. Uriganylmyen en twyo] Let's go faster. We must not be late.

In the above sentence, using the affix marker of finite predicativity 응 시다 [psida] in the verb 가다 - go 감시다 received the expression of the sentence for joint action to go communicants, and the subsequent sentence 우리가 듣으면 안해요 indicates the importance (necessity) of the action using the construction -으면 안타요. In a sentence

여러분, 내일 부터 전화 번호가 바뀌니 까지 읽으시다.

Attention! Since tomorrow the phone numbers will change, let's write it down. There is an appeal to two or more recipients, which is identified using 여러분 (respectful treatment of two or more recipients) and the affix marker of finite predicability 응 시다 [psida] in the form 읽으십시오. The use of the affix marker 응 시다 [psida] also indicates a respectful appeal to the addressee, but the full implementation of a respectful relationship is not observed, since in some cases this kind of appeal can be used in relation to a younger addressee, despite the fact that -oriented relationship with the youngest - 자 [tsha], for example:

일 끝내고 맨 먹으러 가지. - Finish work, and let's go eat.

As noted above, the scope of incentive sentences (명령문) is wide enough, since the grammatical expression of a person's emotional state is no less important than the expression of a narrative [Kim 2018:4-9]. The organization of incentive sentences carries various transformations by affixation, but the basic semantic content in such sentences are remained. Much less often, incentive sentences express the intention of the addressee himself to perform any action. In Korean, one can admit the definition of incentive sentences as modal, expressing motivation, desire, condition, etc. The incentive sentences, as noted above, also express various shades of expression of will - from a categorical order to a request and a message. An incentive sentence of the forms of an official-polite attitude to the addressee is formed using the affix marker for the final predicativity of inducing the recipient to act

- 십시오 / 응 십시오 [-sipso / -syipsio] and the affix marker for the final predicativity of inducing joint action 응 시다 / 응시다 [psida / ipsid] in the predicate. Such a final form, in which the speaker prompts the listener to an action or requires something from him, is formed in the predicate of the sentence:

내일 아침에 다시 나와 주십시오 [정 현 제2000:89].
Tomorrow morning, please come out again!

여기 들어오지 마십시오.
Please do not enter here!

The incentive sentences in their structure are very diverse. Often examples of incentive sentences can be sentences in which auxiliary verbs are present 주다 [miracles] - to give, 보다 [hearth] - to see, watch, for example:

그가 벗을 갖다 주십시오. – Please, bring this bag.

집에서 있어 보십시오. - Try reading at home.

In the above sentences, the predicates 갖다 주십시오 and 있어 보십시오 are compound verbs, since they are formed from the verbs 갖다 [katta] - to take and 입다 [and ()) kta] - to read, auxiliary verbs 주다 and 보다 and affixes of finite predicate - 응 십시오 / 응 십시오 [-syipsio / -sipso], which form sentences with the meaning of a motivation or request for action. The peculiarity of the predicate in the motivation suggestion sentences is that it is exclusively verb - simple or compound, formed with the help of affixes-markers of the final predicate - 응 시다 [psida] / 응시다 [psida], which are used to mean the joint action of the addressee and addressee:

방이 더우니 밖으로 나가십시오.
The room is hot, let's get out!

Thus, the grammatical means of transforming incentive sentences are: a) a predicate in the form of an imperative mood; b) an affix that gives the sentence an incentive; c) incentive intonation. It is noteworthy that in Korean the motivational intonation does not play such an important role as the final motive affix in the predicate. Nevertheless, in order to correctly express a thought, emotional state, feelings, it is necessary to properly prepare your speech using grammatical means (grammatical categories and forms, service words, interjections, etc.) for expressing various semantic and modal relationships between words as members of a sentence [Kim 2018: 200-215]. Korean sentence of incentive target setting often structurally does not have two components, they lack the subject. The function of the predicate lies in the fact that it appears in all the sentences we have analyzed not only as the main component, but as the main connecting “exponent” in sentences that differ in purpose.

4 CONCLUSION
As already noted, a person's communicative activity is an essential component of his social behavior, therefore, communicative (speech) behavior itself can be considered as part of national culture. From the point of view of the activity approach, communication is understood as a joint activity of the communication participants (communicants), during which a common view of the world is developed. It is characterized by processuality, continuity, contextuality. In general, the activity approach explains the world better and it is more humanistic. One of the most common forms of information transfer is verbal communication. This form of transferring
information is carried out in the form of texts. Text is a universal tool that can be used both in mass communication systems (text in a newspaper or on television, etc.), and in interpersonal ones (text exchanged between communicants). Of great importance for the communicative approach is the introduction to linguistic research of the communicative situation, i.e. set of factors determining the possibility and nature of a communicative act. On the one hand, the communicative situation is always concrete, unique, on the other hand, it is reducible to a certain number of invariants. According to L. Sakhrany, the structure of communicative situation includes, 1) the speaker, 2) what is being said (the subject of communication), 3) the listener, 4) the code (language), 5) the text (implementation of the code), 6) general conditions communication. Communication is influenced by: 1) the setting of the participants in communication, 2) the nature and purpose of communication, 3) the social roles of communicants, 4) the complex of knowledge about the world and language, which awakens in the listener about the same range of ideas that are related to the subject of communication, etc. Whatever the speech utterance is in terms of volume, no matter how much a person participates in a given communication, in whatever conditions it takes place, it is based on a certain model that is applicable to any type of speech communication. Its scheme includes the following components: destination (sender, reporting person), message, context / situation, contact, code, addressee (recipient, listener). In connection with the enthusiasm for this approach, an important and dangerous trend has emerged - the absorption of linguistics by the theory of communication. An indirect proof of this can be found in the emergence of the second half of the twentieth century, several new original theories that were born in line with the theory of communication interest in which linguistics is still great. This is the theory of speech acts, the theory of speech genres, the theory of language games, the theory of intercultural communication. A common thing for them is an active approach to communication and the language as a whole with its idea of the unity of communicative and non-communicative human activity. Each of these theories in its own way solves the problem of personal communication in the social environment, and each of them has its own fate. Thus, the theory of communication, indeed, absorbs linguistics, which can be observed now. This is not only dangerous, but also wrong, and therefore this process cannot be successful, although it can be quite lengthy.

5 ACKNOWLEDGMENT

In preparing this article, the results of the dissertation research by N.D. Kim (scientific consultant - Doctor of Philology, Professor Pak Nelli Sergeeevna) were used. We express our sincere gratitude for the material provided by N.S. Pak.

6 REFERENCES


[4]. Jung Hyun Chae, If you want to open the front. Seoul: Han Seung, 2000 (In Korean)


[6]. N.D. Kim, Types of sentences for communicative goal setting in modern Korean, Tashkent: Tashkent State University of Oriental Studies, p.240, 2018 (In Russ.)

[7]. T.S. Kim, The semantics of opposites and methods of its transmission in Korean, Tashkent: Tashkent State University of oriental studies, p.141, 2018 (In Russ.)

[8]. V.I. Karasik, Language circle: personality, concepts, discourse, Volgograd: Change, p.477, 2002


[13]. N. Karimov, Conflicting Views Regarding the Hadiths, UIITEE, ISSN: 2278-3075, Volume-8 Issue-12, October 2019, pp. 2090-2094