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DEVELOPMENT OF BLOCK LESSONS ON ENGLISH LANGUAGE WITH THE USE OF AUTHENTIC FABULA TEXT FOR THE DEVELOPMENT OF SPEECH MONOLOGIC SKILLS

Annotation. This article deals with the peculiarities of using a fabula text in English for the development of students' speech monological skills. A fabula text is a unique resource for composing retellings, reasoning on the theme of the text or separate plot lines. One of the effective ways of developing monologic skills in English language classes is block lessons built on the principle of logical organisation of work with the text or in accordance with the set learning objectives. The article discusses general recommendations for the use of fabula text, which can be considered universal, suitable for different levels of English language proficiency of students.

Key words: fabula text; monologue; plot; authentic text; retelling; pre-textual stage; textual stage; post-textual stage.

Introduction

A fabula text is one of the most important language materials for the development of monologue skills in foreign language learning. As a rule, a fabula text contains a vivid plot, exciting events and characters directly involved in them. On the example of authentic fabula texts students acquire valuable experience of various monological skills - retelling, monologue-reasoning, description, etc. Let us consider what features of a fabula text should be taken into account by the teacher to develop lessons aimed at the development of speech monological skills.

A fabula text is characterised by eventfulness and a multidimensional plot, thanks to which a reader is motivated to read and reason on the basis of the read material. Moreover, a well-chosen authentic fabula text stimulates linguistic guesswork. As a recommendation on the style of the fabula text it is possible to offer a fiction text, as students get acquainted with the non-adapted text, its lexical and grammatical peculiarity, and can make judgements about the idiostyle of the writer. Also from the methodological point of view, authentic work has a certain communicative value and



allows to study the statements and constructions characteristic for native speakers, which allows to declare the effectiveness of analytical work with the original text of a foreign language.

Materials and type of research

Objectives of the study: first, to analyse the characteristics of the fabula text; second, to explain the usage of block lessons in the process of learning English; third, to reveal the peculiarities of fabula text to develop monological skills.

The study involved 9th grade secondary school students.

Research stages:

1. Preparation of fabula text.
2. Creating the tasks to develop monologue speech.
3. Building block lessons devoted to monologue speech based on fabula texts.
4. Systematization and analysis of results.

Research questions

Here are the research questions:

- How to use fabula texts for monological skills development?
- What are the most efficient tasks to work with fabula texts discussion, retelling etc.?

Discussion

The English language has the reputation of the world language and learning English brings a variety of advantages – from ability to read authentic literature, watch films and plays in the original to getting work abroad [1, p. 5]. Developing communicative skills of learners of English corresponds to the significant changes of level education in the Republic of Kazakhstan, mainly to ‘transition to teaching English based on teaching communication skills, not only lexis and grammar’ [14, p. 137]

Practicing English using monologues based on authentic texts students can explore the culture, traditions, attitude to different life situations, increase cognitive abilities and improve communication skills [9, p. 174]. One of the sources for monologue speech is a fabula text which contains pragmatic information and can be used to develop cognitive skills, memory and narration in foreign language.

Fabula texts are an important source for monologue practice [9, p. 175]. Examples of plans embedded in a fabula text are ‘documentary, historical, artistic and philosophical, which enriches the content of the text’ and allows to distinguish a fabulist line (a sign of a story, short story), as well as free lyrical and philosophical digressions (signs of an essay) [2, p. 33]. Fabula texts contain, as a rule, chronological events, enumeration of stages of plot development, factual information, etc., which allows to refer them to the texts that promote training of students' thinking activity.

Authentic fabula texts can be used at different stages of foreign language teaching, with the main focus on the level of language proficiency and the purpose of work with the text. Fabula texts should be accessible for students' understanding, the text proposed for reading should be built on familiar language material, unfamiliar lexical units contained in it should be either understandable from the context or not interfere with the general understanding of the text. On the thematic side, texts should meet the cognitive and communicative needs of learners [17, p. 176].



The reading of fabula texts refers to the independent reading of texts, which provides students with information from different spheres of life, develops the mind, strengthens the senses, as well as educates and develops [11, p. 2].

Taking into account that authentic fabula texts can be used as a resource for the development of monological skills, the following requirements are given to them in the educational programme:

- phonetic correctness,
- coherence and literacy of speech,
- adequacy of the use of linguistic means in monological speech [16, p. 51].

These types of texts contain speech situations that serve as a basis for the generation of one's own speech utterance. According to the study by J.B. Zhalsanova and co-authors, the undeniable advantage of authentic fabula texts is that they 'represent a real picture of the language, peculiarities of life in the country and specific features of mentality' [13, pp. 109-110]. These features of fabula texts allow to select those fabula texts that correspond to the age characteristics of students and contain topics for discussion, which form the basis of tasks for the development of monological skills.

A monologue is an independent type of character's speech that does not require an immediate response from anyone, does not depend on how the listener perceives what was said, what impression he or she gets; and dialogue is a means communication between two or more people, a type of characteristic speech in which the words of one depend on the words of another. Characteristic features, features of thinking, ideological channels of the image are also expressed through a monologue [15, p 6]. Monologues as a form of oral speech lead to the assumption of learners how language can be used in real world [8, p. 88]. For that reason monologues can be based on fabula texts as this type of text contains much facts, chronology, logical way of presenting the plot which, in turn, acts as a core to develop retelling skills [8, p. 90].

In addition to the thematic principle, the principle of the feasibility of the lexicogrammatical material included is of key importance in the selection of fabula texts. A teacher checks that the text to be read is based on familiar language material and that unfamiliar lexical units do not interfere with the general understanding of the text. Unfamiliar words are understood by students from the context, using language guessing, reliance on the knowledge of word formation in a foreign language [16, p. 52].

According to M.A. Burtseva, in a fabula text there can be a cumulative principle, due to which the plot develops sequentially and the events of the work get 'embodied within the storyline of certain characters' [4, p. 22]. From the point of view of historical poetics, when analysing a plot with an original fabula, it is much more effective to use the system of historically developed phases of the plot unfolding of the text [12, p. 39].

It is possible to highlight the aspects of teaching monological speech, which are relevant to work with authentic fabula text. This type of text serves as a resource for the development of logical thinking skills, formulation of attitudes to the read. Thinking skills are actualised and engage conscious reproduction of the read material. A monologue should be characterised by purposeful and deliberate speech. Authentic texts of various genres provide sufficient linguistic and speech support, a model for imitation, a basis for creating one's own speech utterances according to this model. The advantage



of authentic fabula texts is also that they increase students' motivation and interest in the subject [3, p. 15].

A fabula text contains a plot, rich material, on the basis of which a teacher can set a number of tasks for students, as well as create problem-based learning tasks. The formulation of tasks can be based on the characterisation of the characters, their description, their role, the place and time of the events depicted, their relevance, etc [5, p. 271].

The main requirement for fabula texts is that the texts should be informative, entertaining, accessible, reflect an adequate picture of the world. They should correspond to age peculiarities; set a meaningful plan of speech and ensure the realisation of practical, educational, educational and developmental goals of learning. On their basis, the analytical and synthetic phase of reading activity is carried out [10, p. 37].

Depending on the age of students, the options for working with an authentic story text vary and include pre-textual stage, textual stage and post-textual stage. The inclusion of tasks for the development of speech monological skills can be carried out at any of the stages, which will make it possible to effectively interpret the content of texts and develop analytical thinking, reasoning skills, logical interpretation of information, etc. One of the important components of thinking activity is preparatory work for each type of task, which includes the success of perception and comprehension of what has been read, and also determines probabilistic prediction.

Research results

Retelling can be considered as a common type of task with authentic fabula text. Initially, at the preparatory stage for retelling of the text, students answer problem questions and communicative tasks aimed at solving a practical task, at understanding the content of what they have read. For example, the following questions can be used at this stage:

- What happens in the story?
- Why do you think the characters behave like that?
- What is the meaning of this episode in the plot of the story / novel/ text?

The questions are text-specific and require careful preparation and consideration of the teacher's methodological competence. For effective work with a fabula text, it is important to develop pre-textual and post-textual tasks in such a way that they are aimed at preparing students to compose an independent speech monologue, as well as to express their point of view on the general plot of the text and individual episodes, plot lines, etc.

In order to develop speech monologue skills in a foreign language, it is important for the learner to be able to work with a text in his/her native language in a variety of ways, namely, to be able to highlight key points, to omit less significant events in the narrative, to draw up a text plan, to compare, to argue his/her position, etc. In addition to the work of shortening the text and highlighting significant points, students should also be able to develop thought and retell based on key phrases, thesis statements, and more.

In order for this goal to be realised, it is necessary to compile a step-by-step formation and development of speech monologue skills on the basis of a fabula text.



Block technology of work with text implies division of textual material and related teaching material into different blocks, which allow logical and sequential understanding of the material and development of language skills and abilities. Block lessons refer to modular teaching technology. Modular learning meets the criteria of advanced and continuous education [7]. According to the module technology, different kinds of work with the text can be conducted, that means that work with authentic texts can be presented in such format as well [7].

Block lessons can include different blocks based on the types of language work - for example, lessons contain lexical, grammatical, phonetic blocks, as well as blocks built on the principle of semantic organisation of the text - introduction, main part, climax, conclusion. The variants of forming block lessons are diverse, therefore we will present sample tasks in each of the listed types of blocks.

For example, work with the lexical block includes various tasks to activate lexical units, lexical-thematic field, finding the same root words, vocabulary development, etc. Initially, work with the lexical block begins with the title of the text - students can make chains of words related to the title of the text and explain their correlation with the key words of the title.

The grammar block allows to activate grammatical constructions in students' monological speech, which serve as the basis for composing retellings, reasoning and other types of monological speech. The texts that can contain various grammatical tenses, rules of formation of forms of parts of speech and exceptions to them are interesting. In this way, students practically consolidate grammatical rules and improve their ability to compose a grammatically correct monologue, which is important for the development of students' speech skills.

Let us consider a block of pre-textual tasks, which are aimed at activating monologic speech, relieving language difficulties, and forming motivation to work with an authentic story text. The teacher can formulate the following questions for students::

- How do you understand the following phrase / quotation?
- Read and translate the headline. What do you think is the text about?
- What do you know about the theme of the text?

The tasks of understanding the title, reasoning about the theme of the text, and discussing the name of the text play a major role in the formation of the plot of a story text. One of the types of tasks that determine the success of forming the idea of a literary text is considered to be 'playing with the title': *Read the name of the story. What can it be about?*

At this first stage of work with the text, students carry out active thinking activity, which implies retrieving from memory certain lexical units (belonging to the lexical-thematic field) and grammatical structures in order to predict the idea of the fabula text.

The tasks that can be offered at the post-textual stage are aimed at developing students' linguistic competence, at forming linguistic guesswork, at improving their grammaticalisation skills, as well as at periphrasis and synonymic substitution. Here are some examples of the wording of such tasks:



- Make a list of regular and irregular verbs in Past Simple from the last paragraph / the chapter / the text. Then using these verbs tell the events that happened in the story.

- Name the main characters in the story and tell about their appearance and character. What is the relationship between them? Are there any fights or misunderstandings among them?

At the final stage of work with a story text, communicative tasks that allow simulating actions close to a real communication situation are quite effective. This stage of learning can be labelled as partially reproductive, which is realised in the following exemplary types of tasks:

- Were your suggestions about the content of the text right?
- Say the main topic of the text using one phrase or a sentence.
- Describe the characters of the story using the following adjectives. Explain your choice of adjectives.

- Make a detailed plan of retelling the text with the key words.

- Retell the story from the third person's side / from the side of one of the main characters [11, p. 7].

A variety of tasks need to be performed for students using fabula texts as a source for monologue speech practice. For example, the following aspects should be taken into account:

- time and place of the story,
- main characters,
- main events of the plot,
- conclusion or author's general idea of the text [11, p. 8].

There is also a block of productive tasks for working with a story text. This block contains tasks, the purpose of which is to teach students to interpret the text and formulate their own evaluative judgements. In passing this block, the teacher can formulate the following questions for the students, to which they should give oral answers:

- What is the story like?
- What is the morality or appeal the story / the text?
- Tell about ..(the topic of the story) in your life [11, p. 9].

Teachers need to choose such authentic fabula texts that are interesting for students. It can be assumed that in this matter it is important to focus on both thematic plan and lexico-grammatical plan. Block lessons allow presenting tasks of working with fabula texts in a comprehensive way. For example, K.A. Chernysheva's study classifies exercises for teaching the retelling of fabula texts into groups depending on the skill they are aimed:

- a) exercises aimed at developing the skills of narrative content organisation;
- b) skills of linguistic design of the narrative.

To perform the exercises of the first group, it is necessary to read the source text carefully and to perform a number of exercises aimed at extracting expository facts: to establish the time, place of action, circumstances, situation in which the actors are, to determine the climactic event of the narrative, what facts lead to it, to arrange them in



chronological sequence. This category of exercises includes tasks for making a plan of the read text, as well as tasks for extracting key words [6, p. 181].

The second category includes exercises to find and exclude redundant information at the level of individual words, sentences and paragraphs. It is understood that these exercises allow to reproduce text fragments.

Conclusion

The development of monologue speech skills is effective with the use of fabula texts. Teachers should use the module technology, namely block lessons, to form the monological skills gradually. From the methodological point of view, retelling of a text is based on three main requirements for a fabula text - formal aspect, content and suitability for the development of oral-speech skills [6, p. 182]. Different in volume fabula texts serve as different formats of monological skills, for example, to teach retelling, short fabula texts are most appropriate - with educational, educational and country studies value, in which there is a chain structure and understandable composition with a sequential presentation of facts and events.

Educational fabula texts should be composed in such a way that they create favourable conditions for the development of storytelling skills [6, p. 182]. The listed criteria for selecting fabula texts allow optimising them for the development of students' monological skills. Thanks to the block structure, this task is taught in a logical, sequential manner, which also allows us to evaluate each block from the point of view of the learner's understanding of the tasks it contains and to pay attention to the block that causes the greatest difficulty in passing.

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Кисметова. Г Н., Толстова О.С., Бибигул Б. Б., Давлетова Ж. Е
МОНОЛОГИЯЛЫҚ СӨЙЛЕУ DAҒДЫЛАРЫН ДАМУY YШІН
ТҮПНҰСАЛЫҚ СЮЖЕТТІК МӘТІНДІ ПАЙДАЛАНУ АРҚЫЛЫ
АҒЫЛШЫН ТІЛІНДЕГІ БЛОК САБАҚТАРЫН ДАМУY

Аңдатпа. Бұл мақалада студенттердің монологтық сөйлеу дағдыларын дамыту үшін ағылшын тіліндегі сюжеттік мәтінді пайдалану ерекшеліктері қарастырылады. Мәтін-сюжет мәтін тақырыбы немесе жеке сюжеттер желісі бойынша қайталап әңгімелеу, пайымдаулар құрастыруға арналған бірегей ресурс болып табылады. Ағылшын тілі сабағында монологтық сөйлеу дағдыларын дамытудың тиімді әдістерінің бірі мәтінмен жұмысты логикалық ұйымдастыру принципіне немесе қойылған білім беру мақсаттарына сәйкес құрылған блоктық сабақтар болып табылады. Мақалада әмбебап деп санауға болатын және ағылшын тілін меңгерудің әртүрлі деңгейдегі студенттері үшін қолайлы әңгіме мәтіндерін пайдалану бойынша жалпы ұсыныстар талқыланады.

Кілт сөздер: мәтін-сюжет; монолог; сюжет; түпнұсқалық мәтін; қайталау; мәтінге дейінгі кезең; мәтін кезеңі; мәтіннен кейінгі кезең.

Кисметова. Г Н., Толстова О.С., Бибигул Б. Б., Давлетова Ж. Е
РАЗРАБОТКА БЛОЧНЫХ УРОКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ С
ИСПОЛЬЗОВАНИЕМ АУТЕНТИЧНОГО ТЕКСТА-ФАБУЛЫ ДЛЯ
РАЗВИТИЯ МОНОЛОГИЧЕСКИХ НАВЫКОВ РЕЧИ

Аннотация. В данной статье рассматриваются особенности использования текста-фабулы на английском языке для развития монологических навыков речи учащихся. Текст-фабула является уникальным ресурсом для составления пересказов, рассуждений по теме текста или отдельных сюжетных линий. Одним из эффективных способов развития монологических навыков на занятиях по английскому языку являются блочные уроки, построенные по принципу логической организации работы с текстом или в соответствии с поставленными учебными целями. В статье рассматриваются общие рекомендации по использованию текста-фабулы, которые можно считать универсальными, подходящими для разного уровня владения английским языком учащихся.

Ключевые слова: текст-фабула; монолог; сюжет; аутентичный текст; пересказ; предтекстовый этап; текстовый этап; посттекстовый этап.