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EFFECTIVENESS OF USING EDUCATIONAL SPEECH SITUATIONS FOR SKILLS DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATION OF STUDENTS AS ONE OF THE CRITERIA OF FORMATION OF PEDAGOGICAL MASTERY OF FOREIGN LANGUAGE TEACHERS

Abstract. The urgency is substantiated by the fact that according to the state standard, the purpose of teaching foreign languages within the basic course is to master the basics of foreign language communication, which requires a teacher to provide situations that would stimulate communication, in particular, real communication situations that arise in various spheres of life and relate to different topics. The purpose of the article is to determine the essence and effectiveness of the use of learning and speaking situations for the development of foreign language skills of students as one of the criteria for the formation of pedagogical skills of a foreign language teacher. Theoretical methods applied: analytical and descriptive methods of elaboration of theoretical and critical sources and resources; generalization of the received scientific data; synthesis and generalization of own long-term experience of preparation of future teachers of a foreign language. The use of learning-speaking situation in a foreign language lesson can serve different purposes of learning: to develop skills of dialogic and monologue speech, to help learn lexical and grammatical material. When developing foreign language skills, care should be taken to ensure that students are motivated. Therefore, students' learning activities are organized in such a way that they perform motivated actions with speech material to solve communicative tasks aimed at achieving the goals and intentions of communication. To do this, the teacher should create situations that would stimulate communication, in particular, situations of real communication that arise in different areas of life and relate to different topics. The core idea of the article lies in the fact, that the learning situation should evoke certain emotions in students. And this is possible only when the situation is completely clear to children and the teacher offers it interesting, enthusiastic and students have a desire to participate in communication. Learning situations, texts, and taking into account students' personal experiences can help manage the learning process. Discussion of situations built on the basis of relationships allows you to make the learning process as natural as possible, close to the conditions of real communication. The results of the study allow to make sure that the use of learning and speaking situations for the development of students' communication skills is one of the criteria for the formation of pedagogical skills of a foreign language teacher, as it requires him to show creative initiative, methodical training interest in the subject, to activate students, intelligently and subtly «conduct» the cognitive activity of students. And the most important criterion is productivity, which is the ability of students to hypothetically demonstrate well-formed foreign language communication skills in different areas and different life situations. An analytical review of information sources on the development of foreign language communication skills has been carried out, substantiates the nature and effectiveness of the use of learning and speaking situations for the development of foreign language skills of students as one of the criteria for developing pedagogical skills of a foreign language teacher has been substantiated in the article. The types of use of learning and speaking situations in a foreign language lesson have been determined. The types of exercises were substantiated, taking into account various educational and speech situations. Emphasis was placed on the advantages of using learning and speaking situations for the formation of students' foreign language communication skills. The results of the study allow to make sure that the use of learning and speaking situations for the development of students' communication skills is one of the criteria for the formation of pedagogical skills of a foreign language teacher, as it requires him to show creative initiative, methodical training interest in the subject, to activate students, intelligently and subtly «conduct» the cognitive activity of students. And the most important criterion is productivity, which is the ability of students to hypothetically demonstrate well-formed foreign language communication skills in different areas and different life situations.

Key words: educational speech situations; foreign language communication; foreign language skills; communicative tasks; pedagogical skills.

Introduction. Updating the content of education is a key component of education reform in Ukraine and involves bringing it into line with modern needs of the individual and society. Teaching foreign languages in secondary schools is defined as a system, the functioning of which is determined by many factors. The main ones are: the nature of the social order at the present stage of development of society, the goals of teaching and

education, the principles and content of teaching foreign languages and others.

Relevance of the study. According to the state standard, the purpose of teaching foreign languages within the basic course is for students to master the basics of foreign language communication, in the process of which education, upbringing and personal development have been carried out. When developing foreign language

skills, attention should be taken to ensure that students are motivated. Therefore, students' learning activities are organized in such a way that they perform motivated actions with speech material to solve communicative tasks aimed at achieving the goals and intentions of communication. To do this, the teacher should create situations that would stimulate communication, in particular, situations of real communication that arise in different areas of life and relate to different topics.

The purpose of the article is to determine the essence and effectiveness of the use of educational speech situations for the development of foreign language skills of students as one of the criteria for the formation of pedagogical skills of a teacher. **Theoretical methods** have been applied: analytical and descriptive methods of processing theoretical and critical sources and resources; generalization of the received scientific data; synthesis and generalization of own long-term experience of preparation of future teachers of a foreign language.

Results and Discussion. Analytical review of information sources on present issue has shown that many scientists, teachers and researchers prioritize the use of foreign educational speech situations [3]. The issue of the situational nature of speech and the creation of educational communicative situations has been studied by many scientists (E.Shubin, V.Redko, J.Berman, V.Skalkin, M.Sidun and many others).

The use of educational speech situations in a foreign language lesson can serve different purposes of learning: to develop skills of dialogic and monologue speech, to help learn lexical and grammatical material. The educational speech situations should evoke certain emotions in students. In addition, this is possible only when the situation is completely clear to children and the teacher offers it in interesting and enthusiastic way so students have a desire to participate in communication. Educational situations, texts, and taking into account students' personal experiences can help manage the learning process. Discussion of situations based on relationships allows making the learning process as natural as possible, close to the conditions of real communication [2].

These situations should contribute to the formation of different opinions. Discussion of such situations allows you to compare different opinions, making the student to defend his opinion.

An educational speech situation designed to meet the needs of students in language communication and should represent a set of living conditions that encourage the expression of opinions and the use of certain language material. In the educational process, it should serve as: 1) a unit of learning content; 2) the method of organizing the material in the lesson, textbook or manual; 3) the standard for organizing the system (or series) of exercises.

An educational speech situation is characterized by a certain detailed circumstances of the surrounding reality; a verbal stimulus, the possibility of multiple reproduction.

It should be noted that different stages of learning involve different degrees of teacher involvement in the disclosure of situations. At the initial and intermediate stages, a teacher creates the situations, determines the topic of the conversation. In senior classes, situations are used that are partially controlled by the teacher. In this case, the teacher sets the topic and time, as well as part of the language material, and students have to use their own selected, previously learned material. Exercises in so-called free situations may be performed in well-prepared classes, the choice and language content of which is given to students, and the teacher controls what happens

in terms of temporal and thematic endurance, as well as regulatory correctness.

Important for the unprepared oral speech are systematically and intentionally created problematic speech situations that help to define motivation and needs of expression, hypotheses, assumptions, increase mental activity. Situations of a verbal nature are used to teach dialogic and monologue speech and have a variety of tasks: from simple transformations to independent speech messages. Verbal pictured situations involve the use of drawings, frames of filmstrips, wall thematic paintings with simultaneous perception of sound and visible text, meaningful (plan, lines under the pictures) or formal (keywords, samples, phrases) supports [1].

Image situations have no meaningful or formal support. The direction of a thought is created here with the help of a verbally formulated task.

Situational exercises occupy an important place among learning and speech situations. The essence of situational exercises is the free, specifically directed from the speech point of view speech reaction of students to a set of imaginary or conditionally real circumstances that contain some difficulties, problems or conflicts, and involving students in their solution. In contrast to responsive exercises, in which the exposition expressed in only one sentence, situational exercises consist of two to seven sentences, which briefly describe the model of a natural communicative situation, in particular:

1. Information-gap activities. The task is that the conversation participants have different information and can make a complete picture by exchanging information. The task has two varieties: Describe and draw, and Find the differences;

2. Storytelling. Students are divided into groups. Each group presents its own series of drawings, according to which the other group must compose and tell a story;

3. Acquaintance and greetings. It is a role-playing game in which you are invited to meet a large number of people during a business meeting or conference and to recommend them to each other;

4. Famous people. Students name five famous people. Teachers can also ask groups to name five famous people they would like to invite to dinner, who they would like to talk to, and what dishes they would like to treat them to;

5. Portrait interview. Students are divided into three groups. Each group receives a picture in order to prepare as many questions as possible for the other groups;

6. Discussion. Before organizing a discussion, the teacher should remember that students need time to prepare it. Therefore, it is important to give students time to think before the discussion. Students can be divided into small groups so that they can explore the topic of discussion before having a discussion with the whole class;

7. Solving the problem. These exercises make students think. In addition, this type of exercise develops students' skills to work in groups;

8. Questionnaire. Students discuss issues in groups. The following questions can be taken for discussion: Do you spend a lot of time on the phone? Who with? Have you ever got annoyed or frustrated when making a phone call? Why?;

9. Creating problem situations. Students should prepare a report based on a fictional problem situation. For example, How would you feel if: got married / failed an important exam / met the Queen of England / became homeless / had your car stolen / inherited 1 million dollars and so on;

10. Mind-map. This type of work is that students have to compose a message based on the picture and

keywords. Conditional-communicative exercises provide for speech actions of students in situational conditions. The main defining qualities of this type of exercise are the presence of a speech task (to find out something, give someone advice, express admiration, etc.) and situationality. If one of these two features is absent, the exercise cannot be classified as conditional-communicative [4].

In non-communicative exercises, students perform actions with language material outside the speech situation, focusing only on the form. Here are examples of tasks for non-communicative, conditionally communicative and communicative exercises.

1. Write one question for each sentence, starting with the words in brackets. (The student has no speech task: he asks questions to already known information, all his attention is focused on the form - the order of words in the interrogative sentence, the use of auxiliary verbs if necessary; the speech situation is absent. Conclusion: the exercise is not communicative).

2. a) Read a note written to you by your parents (please water the flowers, wash the dishes, etc.). b) The parents returned home. Tell them that you did what they asked you to do. (The student receives two speech tasks – first read the note and understand it, and then report to parents on the implementation of their request. The student's attention is divided between content and form. A speech situation is created, but all sentences spoken by the student conclusion: conditionally communicative exercise).

3. Today we have guests from English-speaking countries. Get to know each other. Ask from which country the guest came from, what city, what nationality he / she is and who he / she is going to become in the future. (The situation created by the teacher simulates the real situation of meeting with foreign students, which motivates the use of a foreign language for communication. Both have the task to learn as much as possible about each other. The product of speech – dialogue-questioning. Conclusion: communicative exercise).

Conditional-communicative exercises are used to automate the actions of students with new lexical units of the active vocabulary. In these exercises, the student perceives a speech pattern and performs certain actions with it (orally or in writing) according to the speech situation created by the teacher, performing the following types of exercises: imitation of a speech pattern; short answers to alternative questions; substitution in the pattern of speech; completion of the speech sample; expansion of the speech pattern; answers to other types of questions; independent use of lexical unit in a phrase / sentence; combining the pattern of speech into dialog and monologue.

Among the educational speech exercises can be used descriptive exercises, when students must turn to the language form. From this point of view, the following exercises have been distinguished:

1. Description of the simplest images. Students are given pictures where they see people, animals, different kinds of objects in a certain relationship with each other;

2. Description of statistical plots. This is a view to the story on a series of consecutive drawings. During the preparation of students for this type of work, the teacher

should teach them to "read" the image, to see in each frame the stage of development, the plot;

3. Description of real plots;

4. Description of real stories. The object of description can be everyday objects. Students should be taught to describe objects according to the scheme: what the object is needed for, its appearance, the material from which it is made, and so on.

An important place among the various situations is also occupied by game situations, which in school practice began to be used more and more often, to form verbal skills [5].

When conducting games, visual aids are successfully used, a picture showing a certain situation is shown. Students are asked to play the role of the characters shown in the picture, according to the situation presented in it. Depending on the topic on which the student speaks, you can give the following settings for other students in the class: listen to the stories of students and tell whose is better (whose is more interesting); listen to the student's story and ask him questions for more information; listen to the student's message, agree or disagree with his opinion and express your opinion about what you heard; listen to the story (dialogue, reading) of students and give them useful advice.

An important place among the educational speech situations also occupied by problem situations that stimulate speech activity and they can be of different types: problem-information, based on varying degrees of awareness of the conversational participants, when one participant knows something and the other wants to know more; problem-motivating, when one encourages the activities of another; problem-assessing, when the participants are encouraged to express their attitude, their position.

In all these cases, the individual experience of students is used, they reveal fantasy, fiction as a form of creative thinking based on foreign speech. The last, in turn, is improved as a necessary means of their implementation [3].

Common expressions stimulate situations of this type: You came home from school later than usual. Explain why; You are so tanned! Tell me, where were you in the summer, how did you rest?

Situations promote free expression, they can be thematic and non-thematic: You are corresponding with a boy from England. Write to him where and how you spent your vacation. Tell us what you are not writing to him. Such situations help to make the learning process manageable, because the situation itself directs the thoughts of students in the right way to find the meaning of the statement.

Conclusions and prospects for further research.

The effectiveness of the use of educational speech situations to develop students' communication skills is one of the criteria for the formation of pedagogical skills of a foreign language teacher, as it requires the ability to show creative initiative, training, flexibility, willingness to innovate, to activate students, intelligently and subtly «conduct» the cognitive activity of students. And the most important is productivity, which is the ability of students to hypothetically demonstrate well-formed foreign language communication skills in different areas and different life situations.

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РЕЗУЛЬТАТИВНІСТЬ ВИКОРИСТАННЯ НАВЧАЛЬНО-МОВЛЕННЕВИХ СИТУАЦІЙ ДЛЯ РОЗВИТКУ НАВИЧОК ІНШОМОВНОГО СПІЛКУВАННЯ УЧНІВ ЯК ОДИН З КРИТЕРІВ СФОРМОВАНOSTІ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ

Анотація. Актуальність дослідження обумовлена тим, що відповідно до державного стандарту метою навчання іноземних мов у межах базового курсу є оволодіння учнями основами іншомовного спілкування, що вимагає від вчителя майстерності створювати ситуації, які б стимулювали спілкування, зокрема, ситуації реального спілкування, які виникають в різних сферах життя і стосуються різних тем. Метою статті є визначити сутність та результативність використання навчально-мовленневих ситуацій для розвитку навичок іншомовного спілкування учнів як одного з критеріїв сформованості педагогічної майстерності вчителя іноземної мови. Основною дослідження слугували такі теоретичні методи: аналітичний та описовий методи опрацювання теоретичних і критичних джерел та ресурсів; узагальнення отриманих наукових даних; синтез та узагальнення власного багаторічного досвіду підготовки майбутніх учителів іноземної мови. У статті здійснено аналітичний огляд інформаційних джерел з проблеми розвитку навичок іншомовного спілкування, обґрунтовано сутність та результативність використання навчально-мовленневих ситуацій для розвитку навичок іншомовного спілкування учнів як одного з критеріїв сформованості педагогічної майстерності вчителя іноземної мови. Визначено види використання навчально-мовленневих ситуацій на уроці іноземної мови. Обґрунтовано типи вправ, з урахуванням різноманітних навчально-мовленневих ситуацій. Акцентовано увагу на переваги використання навчально-мовленневих ситуацій для формування навичок іншомовного спілкування учнів. Результати дослідження дозволяють переконатись у тому, що використання навчально-мовленневих ситуацій для розвитку навичок іншомовного спілкування учнів є одним з критеріїв сформованості педагогічної майстерності вчителя іноземної мови, оскільки вимагає від нього здатності проявляти творчу ініціативу, методичну підготовку, гнучкість мислення, готовність до нововведення, викликати інтерес до предмета, активізувати учнів, розумно і тонко «диригувати» пізнавальною активністю учнів. І найголовнішим критерієм є продуктивність, яка полягає у можливості учнями гіпотетично демонструвати добре сформовані іншомовні комунікативні навички у різних сферах і різноманітних життєвих ситуаціях.

Ключові слова: навчально-мовленневі ситуації; іншомовне спілкування; навички іншомовного спілкування; комунікативні завдання; педагогічна майстерність.