METHODICAL TIPS FOR IMPROVING STUDENTS' FOREIGN LANGUAGE SPEAKING SKILLS IN ENGLISH LESSONS

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Abstract. The article is devoted to the problem of overcoming the language and speech barrier in communicative and cognitive situations aimed at development of students' foreign language communicative competence. The main tasks of foreign language policy are studying English through the personal activity of learners; mastering professional vocabulary by students carrying out creative activity; teaching learners to speak English in relevant and understandable topics for them, which they can apply in real life situations; stimulating students to utterances; encouraging communication; creating an atmosphere of interest for each student in the group work; introducing both individual and group forms of work; using learning materials that promote rapid memorization of vocabulary, grammatical rules, etc.

An important contribution to the study of the problem of motivation while teaching a foreign language is made by B. Ananiev, A. Lypkina, A. Markova, T. Matis, T. Kharchenko and others. The issue of using the innovative multimedia technology in studying English is considered by both native and foreign scholars: I. Zymnia, S. Nikolaieva, T. Pakhomova, Yu. Hapon, V. Liaudis, Ye. Nosenko and others. Such scientists, psychologists and teachers as V. Asieiev, J. Atkinson, Yu. Babanskyi, I. Bekh, I. Vasyliev, D. Elkonin, Yu. Kuliutkin, A. Leontiev, S. Rubinshtein, L. Slavina, H. Shchukina, P. Yakobson and others determine that the most important aspect of modern education is forming the motivation of studying. The analysis of literary sources indicates lack of comprehensiveness in the study of the mentioned problem and the need to investigate some aspects.

The aim of the study is to find out the reasons which do not allow students to be participants in communicative situations and provide methodical tips on encouraging students to participate in subject discussions in English. In particular, the strategy of teaching foreign languages is determined by the needs of modern society and the level of development of linguistic, psychological and pedagogical sciences. This strategy is a communicative approach that determines the practical aim of learning foreign languages, namely: fluent mastering foreign languages, intercultural communication through the development of speaking skills.

The reasons which do not allowed students to be full participants in a discussion (complicated issue, incomprehensibility of the proposed topic for discussion; inability to work in pairs or conversation groups; inability to select arguments for any statement, etc.) are outlined. Methodical recommendations for encouraging students to participate in communicative situations, subject discussions (emphasis on importance of the offered topic; possibility of creating their own structured utterances; forming their groups; ethics of communication; preparation for academic discussions; personal example; freedom of utterance; a right to make mistakes; principles of grouping students; favorable atmosphere, etc.) are given.

Thus, the interactive technologies of teaching a foreign language create the necessary preconditions both for the development of students' foreign language competence and the formation of skills to take collective and individual decisions. This is the basis for education of citizens with an

active life position; it also activates language and speech material in students' foreign language communication; stimulates their cognitive processes and develops professionally oriented skills in real life conversation situations.

Key words: interactive technology; conversation group; communicative competence; communicative situation; speaking skills; participant in a discussion.

Problem setting in general. The current level of reforming education, rapid changes in international relations, open access to information sources in foreign languages, possibility of attracting European experience and career prospects both in Ukraine and abroad stimulate students' motivated learning activity while studying foreign languages. In addition, the Ministry of Information Policy of Ukraine has launched a nationwide information campaign to encourage young people to study English as an international language of communication.

The main tasks of foreign language policy are studying English through the students' personal activities; mastering professional vocabulary in creative activity of learners; teaching students to speak English in relevant and understandable topics for them, which they can apply in real life situations; stimulating them to utterances; encouraging communication in a way to do tasks without fear to make mistakes, to give an incorrect answer; creating an atmosphere of interest for each student in the group work; introducing both individual and group forms of work; using learning materials that promotes rapid memorization of vocabulary, grammatical rules, etc.

According to these activities the motivational component in learning English plays an important part for mastering foreign language materials. For the realization of intellectual activity it is necessary to consider that the conscious external (feeling of person responsibility, duties in society, reasons of own prosperity, mastering a foreign language for future possibilities; or lack of desire to study; awareness of own failure because of unknowing a foreign language, etc.) and internal (accessibility and practicality of learning material; subject variety; methods, tools and means of giving information, etc.) motivations help to stimulate speech and mental activity of students, their thought and cause a desire to learn more and think in a foreign language. This creates positive conditions for learning a foreign language. It should be noted that without taking into account mentioned factors, students' speech activities become detached from real views, thoughts, interests, so, they lose a source that activates speech activity.

The latest papers and publication on the problem. An important contribution to the study of the problem of motivation in teaching a foreign language is made by B. Ananiev, A. Lypkina, A. Markova, T. Matis, T. Kharchenko and others. The issue of using the innovative multimedia technology in studying English is considered by both native and foreign scholars: I. Zymnia, S. Nikolaieva, T. Pakhomova, Yu. Hapon, V. Liaudis, Ye. Nosenko and others. Such scientists, psychologists and teachers as V. Asieiev, J. Atkinson, Yu. Babanskyi, I. Bekh, I. Vasyliev, D. Elkonin, Yu. Kuliutkin, A. Leontiev, S. Rubinshtein, L. Slavina, H. Shchukina, P. Yakobson and others determine that the most important aspect of modern education is forming

the motivation of studying. The analysis of literary sources indicates lack of comprehensiveness in the study of the mentioned problem and the need to investigate some aspects.

The aim of the study is to find out the reasons which do not allowed students to be full participants in communicative situations and provide methodical recommendations on encouraging students to participate in subject discussions in English.

Theoretical basis of research. The strategy of teaching foreign languages is determined by the needs of modern society and the level of development of linguistic, psychological and pedagogical sciences. This strategy is a communicative approach that determines the practical aim of learning foreign languages, namely: fluent mastering foreign languages, intercultural communication through the formation and development of speaking skills.

The main objective of studying a foreign language for students at an educational institution is mastering both the skills of reading different types of texts and linguistic and communicative competence. The principle of active communication is one of the most important methods in teaching foreign languages and it is gaining recognition. Learning to use the target language is a complex and multifaceted process, which involves a comprehensive implementation of the practical, educational and teaching goals. Due to a practical point of view teaching to communicate involves using a foreign language as a means of intercultural communication, so, students are able to do it in situations of real life communication. Developing the spiritual world of personality and increasing knowledge is ensured by learning to speak a foreign language if it's considered as the educational purpose. In addition, in the learning process of speaking foreign languages there is an opportunity to get acquainted with the culture of communication adopted in the modern world [1].

For effective teaching to speak a foreign language lessons should be designed in such a way as to give students the opportunity to do this activity as much as possible; to create conditions in which speaking on a given topic would be naturally motivated; to give students possibilities to express opinions and discuss them. It is important to create an atmosphere of mutual contacts among students, emphasize positive aspects, prevent negative situations, and create a sense of trust, respect for each person for the most recent realization of all opportunities. In order to achieve the effectiveness of teaching in speaking a foreign language, the main part of the lesson should be devoted to speaking practice for developing speaking skills indeed [3].

So how can a teacher turn his students on to speaking activity or discussion? In a practical point of view, we have a group of talkers which sit and chat about anything and frequently about nothing, their speech filled with "like" and "you know," devoid of any apparent meaning. But give them a legitimate course-related topic to discuss, such as the national election, natural disasters or space engineering, and they clam up. When a teacher asked why, they claim either they don't want to talk about it or they don't know what to say. They probably are telling the truth in that, not just avoiding

the task. So how does a teacher address this, his class who has nothing to say or a way to say it? In this way a teacher should begin by examining the two claims:

1. Students don't want to talk about it. Why would students not want to talk about the assigned topic when they spend all day, it seems, talking to their peers anyway? It may simply be because it is an assigned topic, and as such it takes away student motivation to begin with. Or the topic itself might be too difficult, too boring, or too abstract for the students to address. All these factors can and should be addressed in designing discussion topics.

2. Students don't know what to say. Another problem is students don't know what to say on the topic. The reasons for this may be that the students don't understand the topic, don't have the knowledge base to discuss the topic even if they understand it, or don't have the language to discuss the topic. For example, students generally understand the idea of stem cell research, enough to hold a position on it, but they really lack the knowledge or vocabulary base to get into an extended conversation on the topic without some prior preparation [2].

In this article some methods to address the reluctant discussion participant and to improve speaking skills are offered.

1. Emphasize students on the importance of expressing themselves. Besides the students who are just unsure of their ability to discuss ideas (and these include native speakers of English) there are those students who just don't see the value of it: they view talk and discussion as a waste of time or somehow "uncool". Therefore, teachers should demonstrate the value of being articulate – that if you present your ideas in just the right way, you can open doors: convince others to fund your business, marry you, be your friend, allow you enter a prestigious college, and etc. It's really the articulate people who are actually "cool" and get rewards, not the silent and superficially "cool."

2. Allow students to generate their own topics. One way to really raise student enthusiasm for discussion is to allow students to generate their own topics, with some parameters. So if your recent class reading has been on the topic of the ethics of scientific research, for example, let students design their own discussion questions on the topic: for example, implementing new research technologies or the ethics of spending resources on space exploration when there are so many immediate problems to address on this planet might be a question that comes up. Teachers may offer guidance in design of the questions, but generally students are happy to design their own.

3. Allow students to generate their own groups. One main reason that students don't want to work in groups is that they get "stuck" working with people they don't like or get along with. True, a good argument here is that part of adult life is learning to work with people we don't particularly like. However, student enthusiasm for discussion is raised by occasionally allowing students some input into choosing their groups – once a week, for example. And if they're trained to choose groups quickly and respectfully, then a lot of difficulties in the logistics of groups are reduced. Finally,

a lot of the poor dynamics that can sometimes develop with groups is eliminated because students have chosen the peers they want to work with.

4. Offer tools for discussion: advancing an opinion, listening to others, politely disagreeing. Another reason why students don't like discussion is they don't have the tools for it: they don't know how to advance an opinion, for example, so they never really get a chance to speak, or they experience rudeness such as other students not listening or disagreeing in a belligerent manner. If students are taught in advance, some of the skills of active listening, how to politely break into a conversation and give an opinion as well as how to disagree with another's viewpoint and still remain courteous, then a lot of the anxiety of group discussion is removed [4].

5. Preparation for academic discussion. Once students have some mastery in discussing the topics they have generated, it's time to move on to academic discussion, a little different in the topics are not student generated, at least at the beginning, and they are not on everyday topics, such as how to manage a busy schedule and get enough sleep, but rather about academic topics such as capital punishment, stem cell research, gun control, and etc. These topics require a certain knowledge base as well as specific vocabulary. Therefore, some preparation is needed beforehand, such as lecture and reading, before students will be able to discuss the topic. As their knowledge of the topic grows and they develop an opinion on it, students become more enthused about discussing it.

As the semester progresses, students become more aware of other issues to discuss and will suggest these topics to their groups.

Motivating students to have a reasonably intelligent discussion can be difficult. However, through strategies such as student – generated topics and groups and teaching students the tools of academic discussion, teachers can turn our "cool" silent types into articulate speakers.

Getting students to participate during group discussions can be one of the most difficult things an English teacher has to do. For some students, nothing will give them the push they need to share in a group. For most others, though, small changes in leadership style and expectations can be just what they need to open up and contribute to the conversation. So here are just some recommendations to help teachers get those silent students starting to share in a next group discussion and to encourage participation during group discussions.

1. Give a model answer. Sometimes during discussions, students may not understand what type of answer you are looking for. A simple way to encourage these students to speak is by giving a model answer. Answer your own question and show your students what type of answer they should give you. This gives them a grammatical structure on which to base their own ideas and removes some of the intimidation that they might otherwise feel.

2. Do not be afraid of silence. Make sure you are not falling victim to a common mistake among teachers, especially inexperienced ones. Do not be afraid of silence. The next time you carry out a class discussion and no one seems to have an answer to the question, time yourself and wait a full sixty seconds before breaking the silence.

Sometimes an uncomfortable silence will be just what a hesitant student needs to speak up. For other students, that small amount of time can be enough for them to gather their thoughts and formulate what they would like to say before they open their mouths. If the teacher is filling in all the conversation spaces, your students are not likely to interrupt and it may appear that they do not want to participate in the discussion.

3. Be careful what and how much you are correcting. If you are correcting pronunciation and grammar and content all at the same time, it is not surprising that your students may feel too intimidated to open up. Focus your corrections on one issue so your students feel as though they can speak without being overwhelmed with their mistakes. Also, encourage your students that their opinions are welcome even if they are not in agreement with yours or their fellow students.

4. Don't put pressure on unready students. Calling on a student who is not ready to speak will only increase his or her anxiety and will often cause that person to retreat even further into his or her shell. By refraining from putting pressure on unready students, you take away that fear factor. Though this alone may not get a quiet student talking, it will help create an atmosphere conducive to speaking.

5. Give freedom to fail during a discussion. Make sure your students know they have freedom to fail during group discussions. This does not mean that you want your students to underperform. What it does mean is that you are not going to criticize your students for making a mistake. When students know that there is freedom to be imperfect, the intimidation level of group discussion will decrease and that in turn will free your students who are not so perfect to speak [1].

6. Let your students work together. Sometimes intimidation and a fear of speaking in front of the other peers is enough to shut down students who are unsure of their speaking abilities. For those who might be more willing to talk when only one person is listening, designate one speaker for each group to share with the class and ask the remaining students to share with the designated speaker. Because you eliminate the fear of sharing in front of the entire class, your students may be more willing to participate in their discussion group.

7. Group students during discussions. Think about how you are grouping your students together during discussions. If you have some students who are more talkative than others and who also have a tendency to dominate a discussion, put them in a group together. Put all of your quietest students in a group of their own as well. By doing this, you force your quieter students to engage in the discussion as no one else will be steering it for them.

8. Designate a facilitator for a group. Something as simple as where your students are sitting in a group can contribute to how much they share during discussions as well. If you are leading, make sure your most talkative students are sitting directly to your left and right if you are in a circle. Likewise, seat your quietest student directly in front of you. If you are not leading the discussion, designate a facilitator for each group and arrange your students' seats in the same manner. The amount of eye contact

that each person receives from you or the facilitator can have an influence on how much that person speaks during the discussion [5].

Thus the first step toward open discussion is to give students the model they need and the time to formulate their own ideas for sharing. Then by creating an atmosphere that encourages discussion and not perfection, students will be less intimidated to share in class. Finally, by strategically grouping and seating students in their groups, a teacher will create a physical environment in which students will be willing to share. These tips will help improve participation in class discussions and encourage students feel more comfortable when they do speak in class. Ultimately, each person's participation comes down to him or her, and a teacher cannot force an unwilling student to participate in class. Do what you can to make your class more open to discussion and then challenge your students to use the language they are trying to hard to acquire.

Summary. The system of the use of language situations in lessons allows to recreate real life situations, which greatly enhances students' interest in learning a foreign language. This is explained by the fact that student speech takes place in circumstances that quite perfectly suit the conditions for real communication in English. There is an internal motivation that creates opportunities for expressing in speech students' views, thoughts, for revealing fantasy and other qualities. Proposed recommendations are not going to solve every student's hesitancy to share in groups, but they will get you to start moving in the right direction if you have students who struggle to participate in discussions.

In further papers it is planned to offer language exercises for development of foreign language skills in speaking using professionally certificated flashcards in discussions.

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МЕТОДИЧНІ ВКАЗІВКИ ЩОДО ВДОСКОНАЛЕННЯ МОВЛЕННЄВИХ НАВИЧОК СТУДЕНТІВ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ

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Анотація. Статтю присвячено проблемі подолання мовно-мовленнєвого бар'єра в комунікативно-пізнавальних ситуаціях, що спрямовані на формування та розвиток іншомовної комунікативної компетентності студентів. Окреслено причини, які не дозволяють студентам бути повноцінними учасниками дискусії (складність, незрозумілість запропонованої теми для обговорення; неспроможність працювати в парах або дискусійних групах; невміння підбирати аргументи на користь будь-якого твердження тощо). Надано методичні рекомендації щодо заохочення студентів до участі в комунікативних ситуаціях, тематичних обговореннях (наголошення на важливості окресленої теми; можливість створення власних структурованих висловлювань; формування своїх груп; етика спілкування; підготовка до академічного обговорення; особистий приклад; вільність у висловлюванні; право на помилку; принципи групування студентів; сприятлива атмосфера тощо). З'ясовано, що інтерактивні технології навчання іноземної мови створюють необхідні передумови не лише для розвитку іншомовної мовленнєвої компетентності студентів, а й для формування вмінь приймати як колективні (групові), так й індивідуальні рішення, що є підгрунтям для виховання громадян з активною життєвою позицією; активізують мовний і мовленнєвий матеріал в іншомовній комунікації студентів, стимулюють їхні когнітивні процеси та розвивають професійно орієнтовані вміння в життєвих ситуаціях спілкування.

Ключові слова: інтерактивні технології; комунікативна група; комунікативна компетентність; комунікативна ситуація; навички говоріння; учасник дискусії.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО УСОВЕРШЕНСТВОВАНИЮ РЕЧЕВЫХ НАВЫКОВ СТУДЕНТОВ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Статья посвящена проблеме преодоления языкового и речевого барьеров в коммуникативно-познавательных ситуациях, направленных на формирование и развитие иноязычной коммуникативной компетентности студентов. Определены причины, которые не позволяют студентам быть полноценными участниками дискуссии (сложность, непонятность предложенной темы для обсуждения; неспособность работать в парах или дискуссионных группах; неумение подбирать аргументы в пользу любого утверждения и т.д.). Даны методические рекомендации касательно побуждения студентов к участию в коммуникативных ситуациях, тематических обсуждениях (акцент на важности предложенной темы; возможность создания собственных структурированных высказываний; формирование своих групп; этика общения; подготовка к академическому обсуждения; личный пример;

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свобода в высказывании; право на ошибку; принципы объединения студентов в группы; благоприятная атмосфера и т.д.). Выяснено, что интерактивные технологии обучения иностранному языку создают необходимый фундамент не только для развития иноязычной речевой деятельности студентов, но и для формирования умений принимать как коллективные, так и индивидуальные решения, что является основой для воспитания граждан с активной жизненной позицией; активизируют языковой и речевой материал в иноязычной коммуникации студентов, стимулируют их когнитивные процессы и развивают профессионально ориентированные умения в жизненных ситуациях общения.

Ключевые слова: интерактивные технологии; коммуникативная группа; коммуникативная компетентность; коммуникативная ситуация; навыки говорения; участник дискуссии.

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