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DEVELOPMENT OF SPEECH SKILLS FOR EFFECTIVE USE OF A FOREIGN LANGUAGE IN PROFESSIONAL COMMUNICATION

Abstract: Developing speech skills is a real significant process in learning a foreign language. But the question here for us is: how can we develop students' communicative competence, which is a complicated problem. Communication can be led in both oral and composed channels, and this examination paper will concentrate on oral English. Developing the English skills for Professional Speaking isn't a case to be done within a brief time frame. It ought to include a ton of creative deals from both teachers and students.

The necessity for foreign language specialists of different profiles is defined by intercultural professional contacts and increases steadily. Today's demands for professionals require them to have a good level of foreign-language professional and communication competence.

The foreign-language professional-communicative skills of future specialists include a set of competencies: linguistic, speech, sociocultural and sociolinguistic, strategic, and discursive.

Professional *speech competence* is based on four types of competences: in listening, speaking, reading and writing. Speech skills are an integral part of speech abilities. Lexical competence includes lexical knowledge and speech lexical skills, grammatical competence – grammatical knowledge and speech grammatical skills; phonological one – phonetic knowledge and speech and pronunciation skills.

The most important competence is speech competence. It is the ability to use different types of speaking and to know the rules of their forming, and also the ability to create and understand them according to the situation of communication. Speaking is not only a product of speech activity but also a process of its creation, which is determined by the communicative context and conditions of communication. Professional strategic competence presents the ability to choose effective strategies for resolving professional communicative tasks; development of the ability of future specialists to self-improvement and lifelong learning, the intention to communicate in everyday and professional spheres, to listen to and understand others, to outline the educational and working process, the ability of adequate assessment and self-assessment, the development of personal communicative culture.

The method of forming foreign language professional communicative competence of future professionals, understanding the world of professional communication and its rules, developing identification and creating linguistic models of various situations of business cooperation skills is to learn strategies for professional communicative influence on a partner. This is achieved by modeling in the educational process situations of professional cooperation, in which a foreign language serves as an instrument of social interaction of the individual and the professional team, it reflects all changes in socio-cultural factors that affect the hierarchy of values in the personality's worldview and mentality.

Keywords: professional communication, speech skills, foreign language, communicative competence, students, educational process.

Introduction. Professional communicative competence has become an essential skill in this 21th century, and English has been a central language for global communication. Therefore, students need to use English fluently to fit with international communication. The terms speech skills, communicative competence have been developed for many years.

Research methodology: analysis and generalization of the literature sources, observation and video analysis of the online lessons.

Communicative communication is the ability to use language or interpreted language correctly in the process of interaction with the social environment such as the use of language in the proper regulation of social practices. The researches of the concept of language as the most important means of communication, preservation, and transmission of information were carried out by scientists V. Rusanivsky, L. Shcherba; concepts of language learning in the process of speech activity were investigated by I.A. Baudouin de Courtenay, F. Buslayev, T. Panko, O. Potebnya, A. Shakhmatov, L. Shcherba, L. Fedorenko, E. Passov; J. Carroll, V. Littlewood, S. Savignon. R. Ardovska studied the system characteristics of professional and communicative competence. The problem of professional and communicative competence formation is covered in the works of N. Bibik, I. Zimnya, Y. Vardanyan, I. Pysarevsky, S. Aleksandrova, O. Vinoslavska, R. Vyazova, O. Semenog, T. Symonenko, and others. Moreover, Canale and Swain, and Celce-Murcia, also support Hymes' idea that communicative competence is the ability to use language correctly, appropriate to situations, and express suitable behavior in the cultural context of communication. [2, p. 38]. Therefore, communicative competence in this present study refers to the ability to use the English language and interpreted language correctly and appropriately to situations, and express suitable behavior in the cultural context of communication. [3, pp. 50-52].

The aim of the research is to analyze the process of developing students' communicative competence in spoken English, to identify speaking sub-skills and their applications, also to determine the main functions of communication, to establish the role of the teacher in the educational process, to study supplementary materials which can help students to enrich their communication skills.

Research results. Speaking for special communication usually occurs in contexts where speaking performance is conducted for an audience in differing circumstances. The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback [6]. Lackman identified the following as

important and integral to develop speaking skills *(table 1).* Functions, fluency, accuracy, appropriateness, grammar, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words, and discourse markers [5].

Table 1.

Speaking sub-skills and their applications

Speaking sub-skills	Application
Fluency – students speak with a logical flow without planning or rehearsal	Students require to focus on meaning in communication than accuracy in activities
Accuracy – students speak using words, pronunciation and structures	Students require to focus on pronunciation of words and structures in activities
Using functions – students use phrases for givingadvice, request, apologies	Role-plays and simulations which require verbal communication for a reason or function
Appropriacy – students require to speak with appropriacy for a situation or deciding for a choice of vocabulary and grammar	Students require to stress on purpose of talking determining what language is appropriate
Turn taking skills – Students spractice ways of interjecting	Students need to take turn without irritating the speaker. Listening practice is required
Relevant length – students require to speak at a length appropriate to a situation	Students practice activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. A one-word answer is acceptable for a store research survey but would not be sufficient for a job interview.
Responding and Initiating – students practice by starting a new topic or by making responses.	Students practice conversation activities using appropriate words and phrases.
Repair and repetition – students practice rephrasing sentences when the speaker feel what was said was not understand	Students practice repairing when they suspect they haven't been understood or correction from thespeaker.
Range of Words and Grammar - students practice using grammar and vocabulary for speaking on a specific topic.	Students need to know a range of words and grammar that are taught or made aware of words or structures appropriate for specific purpose or contexts
Discourse Markers - students practice using words or phrases which organize a speech (connectives such as firstly, secondly, on the other hand, to summarize)	When speakers giving a presentation, they use specific words and phrases to help the listener recognize words and phrases to help the listener

Professional *speech competence* is based on four types of competences: in listening, speaking, reading and writing. Speech skills are an integral part of speech abilities. Lexical competence includes lexical knowledge and speech lexical skills, grammatical competence – grammatical knowledge and speech grammatical skills; phonological one – phonetic knowledge and speech, and pronunciation skills.

Verbal communication is the most investigated form of human communication. It is also the most versatile way of thought conveying. The linguistic side of communication has a complex multilayered structure (from differential phoneme to text and intertext) and acts in different stylistic varieties (different styles and genres, spoken and literary languages, etc.).

According to Alderson the main functions of communication are:

– information function – ccommunication plays the role of a mediator. Communication represents an exchange of messages, thoughts, ideas, decisions that takes place between the communicators. Information exchange can take place both for the sake of achieving a practical goal, solving a certain problem, and for the sake of the communication process itself, maintaining relations between people;

– social function is to form and develop cultural skills of people's relationships;

– expressive function means the desire of communication partners to express and understand each other's emotional experiences;

– the pragmatic function allows to regulate behavior and activity of participants of communication, to coordinate their joint actions;

– interpretive function serves first of all for understanding of the communication partners, their intentions, attitudes, experiences and states [1, p. 17–19].

All language characteristics and other components of a communicative act contribute to its successful or unsuccessful realization. When communicating with others, we choose from a large inventory of possible means of speech and non-speech communication those means that we think are the most appropriate, to express our thoughts in a particular situation. It is a socially significant choice. This process is infinite and varied. *The way* we say something gives an idea of who we are to the other communicator. Communication is the totality of connections and interactions that arise and become settled between people in the course of their joint life. The choice of verbal means, as well as non-verbal ones accompanying them, contributes to the formation and understanding of certain professional and social situations. Language and speech are known to form an unbreakable unity, so the second component of this unity is also important, namely, speech as a function of the way the language means are used. In other words, language and speech can be seen as phenomena that are combined as a means and a way of realizing speech activity in order that people communicate with each other. The term «speech ability» reflects dynamism as the main property of communication. Speech ability is considered as a special ability of people, which provides all their cognitive and reproductive activities, acquiring and transfer of values of material and spiritual culture from generation to generation [5, p.23].

The concept of professional communicative competence is multidimensional and includes several competencies. One of the most significant is the *discourse competence* – the knowledge of different types of discourses and the rules of their creation, as well as the ability to create and understand them according to the situation of communication. In modern linguistics the concept of discourse is interpreted ambiguously. All existing approaches can be summarized as follows: 1) discourse is defined through text or text through discourse; 2) discourse is seen as a sequence of interconnected utterances, united by a common purpose; 3) discourse is seen as a form of speech communication, which involves the relationship between the speaker and the listener, as inter-personal activity; 4) discourse is interpreted as a sociolinguistic structure created by the addressee in specific communicative, social and pragmatic situations.

Nunan gives the following definition of the concept of discourse: "discourse (Fr. *discours* – speech) is a type of communicative activity, an interactive phenomenon, a speech stream that has different forms of expression (oral, written and paralingual), occurs within a specific channel of communication and is regulated by the participants' strategies and tactics; synthesis of cognitive, linguistic and extralinguistic (social, psychic, psychological, etc.) factors that are determined by a specific circle of «life forms», depending on the subject of communication, and results in the for-mation of different speech genres» [7, p. 12].

In order to perform a successful act of communication, a person must perform a certain list of actions that can be defined as follows: 1) the subject of communication must enter a communicative situation; 2) the subject of communication evaluates the nature of the communicative situation (favorable, unfavorable, etc.) and orientates in it; 3) the subject of communication selects another subject for possible interaction; 4) setting of a communicative task that results from the peculiarities of the communication situation; 5) approaching the subject of interaction; 6) the initiating subject attracts the attention of the partner; 7) assessment of the emotional and psychological state of the partner and revealing of his / her degree of readiness for interaction; 8) the initiator adjusts to the emotional and psychological state of the partner; 9) alignment of emotional and psychological states of participants of communication, setting of a common emotional background; 10) communicative influence of the initiating subject on the partner; 11) the initiator evaluates the partner's reaction to the interaction and stimulates a "response"; 12) partner's realization of the «response». These actions form the act of communication. Note that an act of communication requires an initiative, so we call the subject that initiates communication the «initiator», the one who responds the «partner»

[7, p. 22].

Tomlinson proposes six basic principles for designing task-based materials for second language acquisition (SLA) research. They are as follows: 1) meaningful and comprehensible input of language in use. 2) engagement both effectively and cognitively in the language experience. 3) achievement of the positive impact 4) benefit from noticing important features of the input and from discovering how they are used. 5) opportunities to use language for academic and interacting purposes. 6) that task-based materials will have impact through novelty, variety, attractive presentation, appealing content and achievable challenge. The basic steps to design task-based materials have been mentioned so that the rationale of the study to promote oral skills can be established through designing appropriate speaking activities such as role-play, information-gap activity, story-telling, reasoning-gap activity [9, p.87].

Materials in the language classroom play a significant role in assisting teachers in bringing motivation, curiosity, enthusiasm and interest to the learners in learning process. Also, materials can instruct leaners to use, elicit, guide and encourage them to use the language. Furthermore, materials are driven by factors outside the classroom such as the community they live in. Hence, Tomlinson defined materials as anything used by teachers and learners to learn the language which brings improvement in the learning process [9, p. 89].

Teaching language should involve the presentation of the new language in relation to the people involved in particular situations. Language structures should not be presented in the abstract but in situations. Linguistic forms are to be taught in relation to meaning in a specific context. People can learn language that is appropriate to their needs by predicting the type situations that they are likely to be in. The course designer, the teacher can list a set of situations and the kinds of expressions appropriate to those situations. Learning and teaching oral spoken English involves speech events. In exploring what it is what we know about taking part in conversation or any other speech event, we quickly realize that there is enormous variation in what people say and do in different circumstances. In order to begin to describe the sources of that variation, we should take account of a number of criteria. For example, we would have to specify the roles of speaker and hearer and their relationships, whether they are friends, strangers, young, old, of equal or unequal status, and many other factors. All of these factors will have influence on what is said and how it is said. We would have to describe what was the topic of the conversation and in what setting or context it took place. Even when we have described all these factors, we will still not have analyzed the actual structure of the conversation itself. As language-users, in a particular culture, we clearly have quite sophisticated knowledge of how conversation works. All that we can teach students in a second language is how to construct the appropriate framework for expression of meaning. We cannot teach students to express their own meaning, but we can provide opportunities that catalyze their desire or motivation for the participation in oral activities in design for enhancing their communicative competence, moreover, we can help the students to improve the framework so that it can better carry the intended message. Searle calls language "rule-governed internal behavior" [8, p. 35]. We can help students internalize the rules by contriving situations and encounters. At first, we help students try our frameworks of varying degrees of complexity and subtlety, in other words, perform "speech acts" by providing practice in pseudo communication. This is communication, in which the context is structured by the learning situation, rather than springing autonomously from the mind and emotions of the students. In this way, students can reinforce foundations of linguistic knowledge through communicative framework; develop their cognitive competence in English learning, and most importantly, acquire their confidence in their ability to reach the stage of autonomous communication [8].

Communicative activities such as talk about a picture, ask and answer after reading a text, act out a dialogue, ask and answer questions to fill up a chart, listen to a story and answer the questions to fill up a chart, listen to a passage and fill in gaps are generally in the curriculum of text books. Therefore, the current study proposes supplementary materials which can help students to enrich their communication skills. The materials are aimed to make the lives of both teachers and learners

easier and less monotonous [10].

There are three basic reasons why it is a good idea to give students oral tasks which provoke them to use all and any language at their command. The first one is about rehearsal. A teacher allows students an opportunity to have a free discussion to rehearse, for example, having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead, it is a way for students to "get the feel of" what communicating in the foreign language really feels like. The second one is about feedback. Speaking tasks where students are trying to use all and any language, they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having and students can also see how easily they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and sensitive teacher guidance can encourage them to further study. Good speaking activities can and should be highly motivating. If all the students are participating fully, and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, etc.) are intrinsically enjoyable in themselves. It is worth noticing that the method of correcting is vital for activity-based strategy. Teachers need to correct mistakes made during speaking activities in a different way from the mistakes made during a Study exercise [10, p. 46]. When students are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct appropriately whenever there is a problem. But if the same teacher did the same thing while students were involved in a passionate discussion about whether smoking should be banned on tourist beaches, for example, the effect might well be to destroy the conversational flow. Constant interruption from the teacher will destroy the purpose of the speaking activity. Many teachers watch and listen while speaking activities are taking place. They note down things that seemed to go well and times when students could not make themselves understood or made important mistakes. When the activity has finished, they then ask the students how they thought it went before giving their own feedback. They may say that they liked the way student A said this and the way student B was able to disagree with her. They will then say that they did hear one or two mistakes and they can then either discuss them with the class, write them on the board or give them individually to the students concerned. In each case, they will ask the students to see if they can identify the problem and correct it. As with any kind of correction, it is important not to single students out for particular criticism. Many teachers deal with the mistakes they heard without saying who made them. Of course, there are no hard and fast rules about correcting. Some teachers who have a good relationship with their students can intervene appropriately during a speaking activity if they do it in a quiet non-obtrusive way. But it is a risky enterprise. The general principle of watching and listening so that you can give feedback later is usually much more appropriate.

CONCLUSIONS

Developing students' communicative competence in spoken English is a long-term task. Aimed at exploring students' communicative competence instead of merely feeding them with linguistic knowledge and skills, a communicative classroom can gradually take shape from the traditionally unimaginative and conventional one. The foregoing strategies, mainly structured interaction and autonomous interaction have developed students' communicative competence from the initial level of internalization of new language rules for acquiring linguistic knowledge and cognitive competence to the advanced level of using the absorbed knowledge to interact freely with classmates, creatively in the imaginative setting, and adapt the thinking mode of English to produce appropriate utterances in communication in the social context. The communicative classroom has benefited students in many ways and they are no longer passive listeners in class, but become its center. Various kinds of interaction provide them channels to participate in the goal-oriented activities and tasks, forge a strong interpersonal tie with each other as well as bring

individual characteristics into full play. In conclusion, students are expected to adopt a range of roles in the class which require them to be adaptable, creative, inventive and most of all independent. Students can learn linguistic knowledge in an interactive way. Interaction does not preclude the learning of the grammatical system of the language. We interact better if we can understand and express utterances of meaning that require careful syntactic choices. Learning grammar, however, is not listening to expositions of rules but inductively developing rules from living language materials and then performing rules as we can see from the grammar-demonstration dialogue [7]. The teacher helps students evaluate their success in interaction, with particular attention to the types of errors that hinder communication. Teachers can use their knowledge of the errors of the weakness of many students as a basis for special emphasis in instruction and review. In this way, the teacher helps students focus on what are problem areas for them as they learn from their mistakes.

Furthermore, materials will also inspire teachers to be creative and by sharing them with other teachers gives scope to improve their students' oral communication. At the same time, the materials must be adapted to suit the need of learners according to their settings. Practice of these materials can help learners to think and express themselves more creatively and innovatively. The development of critical thinking would eventually lead to a more realistic assessment of learner proficiency. Hence task-based materials must be designed and utilized by every teacher in the language classroom.

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РОЗВИТОК МОВЛЕННЄВИХ УМІНЬ ДЛЯ ЕФЕКТИВНОГО ВИКОРИСТАННЯ ІНОЗЕМНОЇ МОВИ У ПРОФЕСІЙНОМУ СПІЛКУВАННІ

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Анотація. У сучасному світі підвищуються вимоги до підготовки випускників закладів вищої освіти. Підготовка компетентного фахівця, здатного вирішувати проблеми відповідно до вимог конкретних виробничих ситуацій, є основним завданням сучасної професійної освіти. Одна з умов успіху майбутнього фахівця - високий рівень володіння професійно-орієнтованою іноземною мовою. Практична спрямованість у навчанні іноземної мови має забезпечити формування мовленнєвої компетентності майбутнього фахівця. Іншомовна професійно-комунікативна майстерність майбутніх фахівців включає комплекс компетентностей: лінгвістичну, мовленнєву, соціокультурну та соціолінгвістичну, стратегічну та дискурсивну.

Професійна мовленнєва компетентність базується на чотирьох типах компетентностей: аудіювання, усне мовлення, читання та письмо. Мовленнєві навички є невід'ємною частиною мовленнєвих здібностей. Лексична компетентність включає лексичні знання та мовленнєві лексичні навички, граматична компетентність - граматичні знання та мовленнєві граматичні навички; фонологічний - фонетичні знання та навички мовлення та вимови.

Ефективне формування комунікативних умінь ґрунтується на організації комунікативно спрямованого навчання, індивідуалізації навчання, функціонального підходу до аналізу мовних явищ та засобів, залученні студентів до різноманітної діяльності, яка максимально моделює навчально-виховний процес і створює умови для професійно-орієнтованого спілкування.

Важливим і визначальним в організації роботи над формуванням мовленнєвих умінь є мотиваційне забезпечення навчального процесу, індивідуалізація і диференціація навчання, використання міжпредметних зв'язків, комплексний підхід до формування комунікативно-мовленнєвих умінь; практична мовленнєва спрямованість навчального процесу.

Ключові слова: професійне спілкування, мовленнєві навички, іноземна мова, комунікативна компетентність, студенти, навчальний процес**.**

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ОСОБИСТІСНО-РЕФЛЕКСИВНИЙ КРИТЕРІЙ СФОРМОВАНОСТІ СОЦІАЛЬНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ

Анотація. Соціально спрямований освітній процес орієнтований на формування соціальної компетентності студентів, готових до співпраці і творчої діяльності, а також на створення умов для їхнього успішного самоствердження в формах суспільно корисної, соціально значущої діяльності і суспільно прийнятної поведінки, що сприяють їх самовизначенню, формуванню системи цінностей і набуттю необхідного соціального статусу. Процес становлення соціальної компетентності як складно структурованого, чотирьохкомпонентного явища передбачає взаємозв'язок і взаємозумовленість всіх компонентів і проявляється в соціально значущих уміннях студентів педагогічного закладу вищої освіти. Забезпечення ефективності формування соціальної компетентності майбутніх фахівців вимагає уточнення відповідних критеріїв і показників. У статті проаналізовано поняття «критерій» і «показник», теоретично обґрунтовано показники особистісно-рефлексивного критерію сформованості соціальної компетентності майбутніх учителів.

Аналіз і узагальнення наукових підходів до визначення критеріїв сформованості соціальної компетентності майбутніх учителів дає підстави виокремити такі показники особистісно-рефлексивного критерію: здатність нести відповідальність за свої слова і вчинки; рефлексивність; адекватна самооцінка; толерантність; емпатія; тактовність; вимогливість до себе та інших; організованість; ініціативність; здатність до співпраці; креативність; комунікабельність. З'ясовано, що вміння проникати в індивідуальну сутність іншої людини, визначати її ціннісні орієнтації, дозволяє зорієнтуватися в її ідеалах, потребах, інтересах, у рівні домагань, завдяки чому соціально компетентний майбутній фахівець може забезпечити більш високий рівень спілкування, досягнення результатів взаємодії, вирішення нагальних проблем групової діяльності.

Ключові слова: соціальна компетентність; майбутній учитель; особистісно-рефлексивний критерій; показники сформованості особистості; заклад вищої освіти.