

FORMATION OF SPEECH COMPETENCE IN ENGLISH LANGUAGE IN STUDENTS OF TECHNICAL SPECIALTY

ФОРМУВАННЯ МОВЛЕННЕВОЇ КОМПЕТЕНТНОСТІ З АНГЛІЙСЬКОЇ МОВИ У СТУДЕНТІВ ТЕХНІЧНОЇ СПЕЦІАЛЬНОСТІ

This article is devoted to the problems of development of speaking skills and formation of speech competence in English in students of technical specialties, in particular engineering faculties. The authors define the concept of speech competence and the expediency of focusing attention on this aspect in the process of learning English by students of technical specialties.

The article highlights the structure, content, criteria and factors of formation of speech competence. Also, the authors provided an overview and analysis of the necessary elements in the development of speech skills.

The purpose of this article is to identify approaches and methods in which the development of speech competence can be performed most successfully and productively. In addition, the authors outline the conditions under which speech competence can contribute to the development of students of technical specialties understanding of complex communicative situations in professional life. In this article, we focus on the development of speaking skills as a pedagogical method, which in turn is part of a communicative approach to learning English. The key element and booster is the use of real situations and their acting in the learning environment. Since communication in a foreign language, and especially on professional topics, is one of the most difficult activities for students of non-language specialties, it is important to understand the features and components of this method for its successful application.

Purposeful study of English in higher education is effective through the use of a variety of teaching methods, including active learning. The development of speaking skills is an active type of learning that attracts and attracts the student's attention, makes the lesson more exciting, creating a real simulated scenario and creating interaction between students. Such scenarios serve to enable the student in the learning process to understand what dialogues, questions and answers he may encounter during his professional career, as well as to be able to choose the right speech register and be able to use English as an effective tool of speech.

Key words: *speech competence, technical specialty students, communicative approach, mastering the skills, future engineers.*

Ця стаття присвячено проблемам розвитку навички говоріння і формування мовленнєвої компетентності з англійської мови

у студентів технічних спеціальностей, зокрема інженерних факультетів. Автор визначає поняття «мовленнєва компетентність» і доцільність акцентуації уваги на цьому аспекті під час вивчення англійської мови студентами технічних спеціальностей.

У статті висвітлено структуру, зміст, критерії і чинники формування мовленнєвої компетентності. Окрім того, автор подав огляд та аналіз потрібних елементів під час розвитку мовленнєвої навички.

Мета цієї роботи – визначення підходів і методів, за яких розвиток мовленнєвої компетентності може виконуватися найбільш успішно і продуктивно. Окрім того, автори окреслюють умови, за яких мовленнєва компетентність може сприяти розвитку студентів технічних спеціальностей, розуміння складних комунікативних ситуацій у професійному житті. У статті ми зосереджуємося на розвитку навички говоріння як педагогічному методі, який, у свою чергу, є частиною комунікативного підходу до вивчення англійської мови. Ключовим елементом і бустером є використання реальних ситуацій та розігрування їх у навчальному середовищі. Оскільки комунікація іноземною мовою, тим більше на професійні теми, є одним із найскладніших видів діяльності для студентів немовних спеціальностей, важливо зрозуміти особливості і складники цього методу для його успішного застосування.

Цілеспрямоване вивчення англійської мови у вищому навчальному закладі є ефективним завдяки використанню різноманітних викладацьких методів навчання, зокрема активного навчання. Розвиток навички говоріння є активним видом навчання, що залучає і привертає увагу студента, робить урок більш захоплюючим, створюючи реальний змодельований сценарій і взаємодію між студентами. Такі сценарії служать задля того, щоб студент під час навчання зміг зрозуміти, з якими діалогами, питаннями і відповідями він може стикнутися під час його професійної кар'єри, а також зміг правильно підібрати реєстр мовлення і використовувати англійську мову як ефективний інструмент мовлення.

Ключові слова: *мовленнєва компетентність, студенти технічних спеціальностей, комунікативний підхід, розвиток навичок, майбутні інженери.*

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Formulation of the problem. Due to the latest educational reforms Ukraine needs to improve the training of future teachers, which should be appropriate due to public demand, formulated in professional and educational standards, taking into account global trends and recommendations of the influential international organizations. Improving the system of pedagogical education is aimed for the training of new teachers' generation.

The urgency of the problem "Formation of speech competence of English language in students of technical specialty" is that observance of language and speech norms by the teacher provides effective joint formation for all students of the higher school through skills, namely: reading comprehension, the ability to express one's opinion orally and in writing, critical and systematic thinking, ability to logically substantiate the position, creativity, initiative, ability to constructively

manage emotions, assess risks, make decisions, solve problems, the ability to cooperate with others people, etc. In our study, we come out from the fact that speech competence is important and an indispensable component of professional and pedagogical competence of the future teacher.

The purpose of the article. The purpose of the article is to consider the importance of the formation of professional speech competence for the effective operation of future engineers, as well as the characteristics of effective methods of formation this type of competence of future specialists.

The purpose of the study is to theoretically substantiate the content of speech competence and determine indicators of speech competence and speech activity, as well as to analyze and interpret empirical data on the relationship of these components of the speech organization of the subject.

Analysis of recent research and publications. In modern domestic and foreign scientific and pedagogical literature is much represented research on the problems of the theory of competence approach and practice of formation of competencies of students, in particular: I. Bekh, I. Zymnya, V. Kraevsky, A. Khutorsky, O. Ovcharuk, N. Bibik, O. Lokshina, O. Pometun, and others. studied various aspects of the competency approach in the modern education.

In their works G. Beregova, L. Baranovska, O. Gogol, L. Golovata, N. Kostrytsia, L. Luchkina, V. Momot, T. Okunevych, E. Polatai, L. Romanova, T. Rukas, N. Totska. O. Shtepa, S. Shumovetska and others. offer pedagogical technologies of formation of culture of business, professional speech of students higher education institutions.

Despite a number of scientific works, the problem of formation of professional speech competence of future engineers, for whom the ability to possess in short, is a mandatory component of future professional activity, needs further research.

Presentation of the main material. Speech is a form of communication by means language, which plays a major role in interpersonal interaction, in establishing contacts and mutual understanding. Teacher's speech is also an indicator his professional competence, culture, means self-expression and self-affirmation in pedagogical activity.

Analysis of special literature allows define communication as a process of exchanging information, opinions, assessments, feelings. At the same time it is necessary to distinguish between informal and formal communication [3, p. 12]. Informal communication is not clearly regulated principles, its purpose and structure are mostly determined by personal human relations and are subjective.

The formation of professional speech of the future doctor is pedagogical process, the ultimate goal of which is to master the system of principles, methods and techniques aimed at effective communication

with colleagues. It is believed that the level of professional proficiency metalanguage (terminological systems, phraseology, compositional and genre forms of text creation) and the level of linguistic image of social roles is the highest level of formation of linguistic personality [5, p. 78].

Speech competence differs from language just as language differs from speech: language as a system of signs for the transmission of content, the use of which by a separate subject for the formation and formulation of thought creates speech. Thus, speech competence, which is broader than language and which includes language competence, we define as an individual-unique organization of language knowledge of the subject to generalize external language phenomena and transform them into internal speech formations. This is the knowledge that ensures the correctness, adequacy and accuracy of thought in language [1, p. 124].

Language is a historically established system of sounds, vocabulary, rules word formation and word change, construction of sentences and text, which use its media to express thoughts, convey feelings. Language lives in speech, without which it cannot exercise its communicative function. However, speech, and therefore speech communicative activity, impossible without language, her vocabulary, phonetic laws, grammar rules. This is a specific expression of the language system of the individual, language in actions. The term "speech" is actively used not only scientists but also teachers [8, p. 162].

O. M. Leontiev noted that speech activity has its own distinct characteristics, in particular:

- 1) the objectivity of the activity (focus on one or another subject);
- 2) purposefulness of activity, which means that any act of activity is characterized the ultimate goal, the achievement of which in advance planned by the executor;
- 3) motivation of speech activity, which is determined by the fact that in fact the act any activity is pushed simultaneously several motives, which later become one whole;
- 4) hierarchical (vertical) organization of activity, which includes the hierarchical organization of its units – speech actions and speech operations;
- 5) phase organization of speech activity [4, p. 23–24].

Competence is a dynamic combination knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines a person's ability to perform successfully professional and further educational activities and is the result of higher education education [3, p. 5].

For the successful formation of professional speech skills is worth it carefully approach their gradual formation. You need to determine the volume

utterances, the necessary information, the sequence of its presentation. After this is the selection of language tools that allow you to convey the selected amount of information.

An important component of the professional competence of the future teacher is speech competence, which is manifested in the conscious communication between participants in the educational process, which is formed and actualized in the conditions of their direct interaction.

Study and analysis of scientific psychological and pedagogical literature on the problems of competence approach and formation of speech competence of the future teacher gives us grounds to note that scientists have different approaches to definition and understanding of the terms "competence" and "competence", their structure and characteristics. Contradictions are also revealed in the disclosure of the essence and content of speech competence, its hierarchy and subordination.

Role playing is an effective means of communicative training of future engineers. Due to its features, the business game makes it possible to form in students a technical view of the future profession, develop subject-professional and social experience in them, including business knowledge, etiquette, communicative, perceptual and interactive communication skills [4, p. 148].

With carefully selected and organized material it is possible to teach engineering students successful dialogic and monologue professional speech. In particular, you can learn to use it properly: scientific vocabulary, the correct choice of appropriate language tools in different situations of professional communication, to bring the established skills to automatism under conditions of monologue or dialogic speech.

O. Korniak understands the ability of the individual (the system of his knowledge and skills) to obtain adequate information, understanding its meaning, programming and expressing one's thoughts; ability to freely (intelligibly, clearly) to operate orally and in writing; considers it as a structural component of communicative competence [6, p. 213].

For the formation of speech competence applicants for higher education in pedagogy classes must master specially structured theoretical and applied knowledge, skills, special abilities, in particular: socio-perceptual (understanding of the inner state of the partner through the perception of his external behavior, appearance), the ability to identify (the ability to put yourself in place of another person and predict his possible reaction), self-regulation, volitional influence, suggestion, management of their mental state, which characterizes the professional competencies of the teacher, including the same number, speech [4, p. 25].

The training session should contain techniques of activation and stimulation of speech activity, for example, students are offered to analyze the statement (quote) at the beginning of the lesson ("If pedagogy wants to educate a person in all respects, then first of all it must study it also in all respects"). At another stage of training student presentation is organized: messages on the proposed problem (topic). Discussion and analysis are a must during the couple, commenting, which promotes development of speech abilities, individual speech of the speaker, speech behavior, ability to reflect, etc.

In the course of classes aimed at the formation of speech activity and behavior, students are involved in the exchange of views, debates, teaches them to think independently, promotes development of analytical skills, the ability to defend their own idea, to argue and respect opinions of others. The communication organized during the classes ensures the formation of higher education based lexical competence education on vocabulary work; grammatical, which covers formation of grammatical correctness of their speech in the process of practical use of language; dialogic, monologue speech, etc.

Conclusions. Formation of speech competence of the future teacher largely depends on organization of the educational process in general and in progress study of pedagogical disciplines, in particular. It is a process in which: speech is a means of communication, creative, independent and critical thinking, a carrier of consciousness, memory, imagination, information, leadership, self-management of activities and behavior; higher education students study accuracy of use of language units, master knowledge of expressive speech means and skills of their use, get acquainted with language rules, etc.

Turning to the results of processing information sources and to their own pedagogical experience, we found that the leading way to form the speech competence of the future teachers in the process of teaching pedagogical disciplines is the organization of the educational process, in which provides a variety of intellectual and speech activities, which is aimed at formation of professional and key competencies of the future teacher capable of creativity, self-actualization, self-development, self-realization in dynamically changing conditions. Besides, speech is stimulated and activated activity of future specialists through the use of innovative methods (methods, forms) of teaching, their gradual complication in content, structure in order to integrate the cognitive and communicative components of educational and cognitive activities.

In addition, professional guidance is provided: speech activity of students, as a consequence why the management of their cognitive activity takes place with the help of didactically transformed educational information, etc.

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