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## DEVELOPMENT OF SPEAKING SKILLS WHILE LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

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The study of foreign languages in modern society becomes an integral part of the professional training of specialists of various fields of activity, and their further career growth may largely depend on the degree of their language training. Studying the Ukrainian language as a foreign one contributes to the development of communicative competence, forms the student's ability to use it as means of communication.

At the center of the educational process for foreign students should be activities aimed at developing knowledge and communication skills in the Ukrainian language in a professional context. Its purpose is the formation and improvement of communication skills and abilities of students studying the Ukrainian language, that is, the ability to communicate using a foreign language in various situations in the process of professional interaction with other communication participants.

In the learning process, it is possible to take some tasks that ensure the formation and improvement of professional communication in a foreign language: actualization of knowledge of lexical units and grammatical rules; formation of the ability to choose and use adequate language norms depending on the purpose and situation of communication; improving the ability to understand different types of communicative situations, as well as to build coherent and logical utterances; development of abilities to choose verbal and non-verbal means in case of communication failure; expanding knowledge about the socio-cultural features of the representatives of the countries of the language being studied, their traditions and norms of language behavior, as well as the formation of the ability to understand and adequately use them in the process of communication, while keeping student's own culture.

It is necessary to emphasize the special relevance of business communication in the orientation of preparation for personal and professional development of the student. At the same time, language information is the most reliable and perfect social means of communication and information acquisition, which serves as an exchange of thoughts and feelings and at the same time expresses the meaning of social relations. Therefore, the motivation of communicative orientation is one of the most important means of increasing the effectiveness of students' foreign language learning.

*Key words:* speech activity, dialogue, monologue, communicative approach, communicative task, initiating replica, replica-reaction.

### DOI:

**Problem statement.** One of the urgent topics of modernization of the higher education system of Ukraine is increasing the effectiveness of formation and improvement of communication skills of students. In our opinion, it is necessary to form the skills of foreign students in the Ukrainian language from the first days of their study, at the earliest stages. In a fairly short period of time, they can form a basic vocabulary, which will then be replenished and enriched. It is also important to introduce foreign students to the cultural and historical information that will contribute to the formation of a general picture of the world. The oral speech of foreign communicators can be of different quality – from understandable to fluent. As practice shows, at the initial stage of learning, motivated students develop an interest in speech phenomena and patterns, which determines the direction of their successful communication and adaptation in society. Therefore, it is

necessary that the teacher pays special attention to their needs to speak a foreign language from the first days of their stay in the country whose language they are studying. The peculiarity of learning to speak is based on the desire for a speech orientation of the learning process. Therefore, it is necessary to search and choose modern linguistic and didactic technologies, principles and methods that could ensure the flexibility of speech skills and the development of speech skills already at the initial stage of language learning.

It is necessary to teach students not only the basics of a foreign language, but also to communicate in a foreign language with interest and enthusiasm, both on professional topics and in situations of everyday life. Foreign students must understand the language, as well as correctly construct their message in response, which should correspond to the culture of the interlocutor. Therefore, together with the study of language phenomena, it is necessary to study the peculiarities of the cultures of the dialogue participants, their characteristic features, similarities and differences. Studying cultural traditions is part of the process of learning of a foreign language. In the process of working in classes, foreign students must confirm and defend their point of view, use argumentation, learn to analyze content and find ways of understanding in the process of dialogue in the Ukrainian language. Thus, the boundaries of learning are expanded, and this allows optimizing the very process of communication between people. Education of numerous groups of foreign students, different in terms of mental characteristics, religious beliefs, age and environment of upbringing, requires the search for such methods of education that would make it possible to fully realize the natural abilities of students and develop them. When a foreign student enters a foreign language environment, the first task he/she receives and which his/her teachers must successfully implement is the rapid acquisition of communicative skills of the language of this environment. To achieve this goal, the student receives a certain period of study at the preparatory department, during which the teachers of the higher educational institution should prepare him/her not only for the general perception of the language at a level sufficient for perceiving lectures and reading textbooks, but also to form a general competence of a linguistic and cultural nature. In addition, during the preparatory period, teachers should form linguistic and communicative potential, which will primarily increase the student's ability to effectively perceive and assimilate information about his/her future profession. Thus, training at the preparatory department should not only form general communication skills, but also be oriented towards future professional training.

**Analysis of the newest researches and publications.** As we can see, the teacher of Ukrainian as a foreign language has the task not only to familiarize the student with the features of the language as much as possible, but also to form a general perception of the cultural and national environment. This can be realized primarily through the selection of appropriate lexical material, processing of texts that will contribute to the effectiveness of this process. Working with foreign students in the aspect of teaching Ukrainian as a foreign language as a primary task determines the mastery of basic language skills in a fairly short period of time. Experience in this field allows us to distinguish several teaching methods, among which the most effective is the communicative method. It allows in to form a certain level of language competence of the student through the active involvement of actual speech situations. The communicative method is based on the following general didactic and methodical principles: a) the principle of speech-thinking activity – assumes that any speech material (phrase, text) is actively used by native speakers in the process

of communication; b) the principle of individualization is the main means of creating motivation in language acquisition; c) the principle of functionality – in accordance with this principle, the functions of speaking, reading, listening and writing as a means of communication are defined; d) the principle of situationality – involves the recognition of the situation as the basic unit of the organization of the process of teaching foreign language communication; e) the principle of novelty – provides support for interest in mastering a foreign language, formation of speaking skills, development of productivity and dynamism of speaking skills. Some aspects of communicative approach are dealt with in scientific papers of many researchers [5 : 69–73], [6 : 126–156], [7 : 1–47], [8 : 34–76], [9 : 78–108], etc.

**The main purpose of this paper** is to search for effective methods of developing speaking skills in foreign students during the study of a foreign language at the initial stage and to find tasks and exercises for their formation.

**Main material of the article.** Without a doubt, the mastery of lexical material is key at any stage of learning Ukrainian as a foreign language. The purpose of communication is to establish contact, to convince the interlocutor, which is carried out in the form of a conversation or dialogue. That is why the priority direction of presentation of educational material is lexical one, and only then – grammatical and phonetic ones. Oral speech should be the basis of such an activity. It is practiced from the first minutes of the lesson. Studying grammar rules, memorizing words is only a means for mastering oral speech, since it is the best way to learn and consolidate any material.

Speaking is an active, productive type of speech activity that provides oral communication in a foreign language in two forms (dialogic and monologic) and is based on the mechanisms of thought formation and formulation [1 : 43].

The speech is directed to one person or to an unlimited number of people.

Like any other activity, the act of speaking always has a certain purpose, a motive, which is based on a need; the subject of speech is the thoughts of the speaker; the product of speech is an utterance (dialogue or monologue) and the result of speech is a reaction (verbal or non-verbal) to the utterance.

Speaking as a productive type of speech activity is characterized by the following main features:

- motivation (internal need for communication);
- activity (external and internal);
- purposefulness (a practical aim);
- situationality (correlation of the content and language design of the statement with the conditions of communication);
- heuristics (spontaneity, unpredictability of speech acts, their dependence on the situation).

In real language communication, there are such types of speech as prepared speech and unprepared speech.

Prepared speech is a report, lecture, performance that is made in advance. It should be considered as a means of learning, as a transitional stage to unprepared speech. It is heterogeneous in terms of the degree of mental activity of students. It can be a purely mnemonic exercise (students reproduce a ready-made text) or a speech built on the material of a ready-made text with certain changes (retelling from another person, selecting some facts that correspond to the communicative task). Finally, it can be the student's own essay

on a given topic. In this case, his\her linguistic and intellectual efforts are maximal: he\she independently organizes both the semantic and linguistic aspects of the text, and then memorizes it. When teaching, this gradation of exercises according to difficulty should be taken into account and students should be gradually transferred from retelling ready-made texts to creating their own statements. Therefore, practicing in prepared speech, students strengthen their speech automatisms, improve the logical coherence of speech.

Unprepared speech covers a much wider range of communication situations, so it is quite fair that the program requires the development of students' unprepared speech. When speaking in a foreign language without preparation, the student immediately faces two difficulties: firstly, it is necessary to logically construct an utterance, that is, to ensure its semantic aspect, which is connected with complex linguistic and mental operations, and secondly, he\she must correctly form the utterance with linguistic signs. These problems can be solved with the help of exercises in prepared speech, and then student can work with exercises in unprepared speech.

In the lesson, speaking tasks can arise by themselves, as in real communication. The teacher can also prompt them. According to this fact, speech situations in a foreign language lesson can be divided into natural and artificial, or, educational ones. [2 : 142]

Natural speech situations are related to the organization of the educational process, the speech stimulus here is creation of the circumstances that have developed in the classroom, the relationship between the teacher and students, and students among themselves.

The educational speech situation is an effective means of developing the skills and abilities of dialogic and monologic speech, which:

1) puts students in imaginary conditions, but those that are close to the conditions of real communication;

2) in the educational speech situation, it is possible to activate the necessary lexical and grammatical material in such a way that it acts as a means of solving non-linguistic, communicative problems, and this contributes to a better assimilation of the language material itself;

3) educational speech situation develops students' imagination.

During the teaching of oral speech, the teacher should take into account various forms of communication in real life, pay attention to the peculiarities of monologic, dialogic and group speech. It is important to draw students' attention to the peculiarities of each form of communication.

A monologue is an organized type of oral speech directed to the interlocutor or the audience, which involves the utterance of one person. Monologue speech performs several communicative functions related to the purpose of speech (informative, influential, expressive, entertaining, cultural, etc.). Each of these functions has its own special language means of expressing thought. Monological speech is characterized by the following features: coherence, thematicity, contextuality, continuity, consistency and logic [3 : 56].

In the methodology of teaching foreign languages, three stages of formation of monologic skills are distinguished.

– the task of the first stage is to teach students to combine phrases into one phrase unity;

– at the second stage, students learn to independently construct statements of the phrase level. The training of monologue speech at this stage is carried out with the help of

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various additional material, pictorial, verbal, combined ones;

– the main task of the third stage is to teach students to create monologue statements of the text level of different functional and semantic types of speech in the amount stipulated by the requirements for this level.

When teaching dialogic speech, it is necessary for students to realize that dialogue is a combination of various replicas, which often consist of elliptical constructions, short answers to questions. A feature of the dialogue is the presence of language clichés in it, which in themselves do not carry any information, but are used to fill pauses. A typical phenomenon of dialogic speech is abbreviated forms of words, etc.

Learning dialogic speech, as a rule, begins with the presentation of a ready-made sample dialogue, which is a support for students, and a sample of the dialogue that the teacher should hear from students in this lesson. Work on a dialogue includes the following stages: listening, imitation, reproduction, elimination of a structural and logical scheme (with storage of linguistic clichés), creating student's own dialogues [4 : 142].

It is desirable to accustom students to work in pairs of variable composition, when their interlocutors are constantly changing. Firstly, it creates the effect of novelty in communication, increases communicative motivation, develops in students such an important quality as sociability. Secondly, by making strong students to work with less capable ones, the teacher organizes not only their communication, but also mutual assistance, which is very important for the education of students.

Group conversation has characteristic features of both dialogic and monologic speech. The utterances of individual persons are connected in it according to the rules of building a dialogue. Language clichés and various types of dialogic units characteristic of dialogue are used here. At the same time, the statements of the interlocutors can be so extensive that they should be considered as monologue speech with all its inherent features.

Group discussion is the most motivated form of communication in class, because here students express their thoughts, their attitude to the definite issue.

This type of exercise requires students to have a certain level of intellectual development, sufficiently developed attention, the ability to enter into a conversation on time, to logically include their statement in the general context of the conversation.

Taking into account the above-mentioned information, it can be concluded that speaking is difficult and necessary stage in learning a foreign language, which requires a lot of efforts from both the student and the teacher to teach this type of skill.

There are two main approaches to teaching dialogic speech [4 : 128]. The first approach involves “top–down” learning and includes the following stages.

1. Listening to a sample dialogue first without graphic support, and then with graphic support.

2. Analytical stage (analysis of structural components of dialogue; answers to questions).

3. Repetition of the dialogue by the announcer (each phrase; by roles (speaker A's phrase – student 1; speaker B's phrase – student).

4. Dramatization of dialogue by roles.

5. Creation of own dialogues in similar communication situations.

The second approach involves “down-top” learning, which involves a path from first learning the elements of dialogue to independent construction of a dialogue based on

the proposed educational communicative situation, which does not exclude listening to sample dialogues.

Stages of mastering dialogic speech.

0 stage (preparatory) – mastering replication.

The first stage is the mastery of certain dialogical units

Stage II – mastering the skills of conducting a micro-dialogue.

Stage III – mastering the skills to conduct dialogues of various functional types.

In the methodology of teaching foreign languages, three stages of mastering monologue speech are distinguished.

The first stage is mastering the ability to combine speech patterns into a phrase unity;

For example, on the topic “Weather”, students can connect the following speech samples: It’s cold today. It isn’t snowing now. The sky is blue. The sun is shining.

Stage II – mastering the ability to express yourself at the extra-phrase level based on the speech situation with the help of various supports:

A. Pictures (drawings, slides, thematic and plot paintings, compositions on a magnetic board, etc.).

B. Verbal components:

- incomplete verbal supports (substitution tables; key words; logical-structural schemes; denotative maps; speech plans).

- full verbal support: sample message:

- in the audio version (phonogram, teacher’s speech)

- in visual version (printed text).

G. Combined supports.

For example, verbal and visual ones. However, it should be remembered that gradually the supports must be eliminated.

Stage III – mastering the ability to express oneself at the text level in various functional and semantic types of oral speech.

This stage is characterized by the development of the ability to express student’s personal attitude to the facts or events; formulate a critical assessment and prove the correctness of any fact; include elements of reflection and argumentation in the speech. At the same time, there should be an increase in the volume of speech. Students should learn in advance a number of phrases and clichés characteristic of monologue speech, which gives them the opportunity to convey their personal attitude to the discussed events and facts.

Tasks at this stage are formulated in such a way that the student cannot limit himself/herself to two or three sentences. By completing such tasks, students learn to develop their thoughts, convey them using foreign language, and prove the correctness of their statements.

Therefore, in order for learning to speak to be logical and gradual, it is necessary to follow a certain sequence, for easier assimilation of skills by students.

According to the selected stages of formation of students’ dialogic speaking skills and abilities, 4 groups of exercises are included in the system of exercises for teaching dialogic speech [1 : 42].

Group I – exercises for teaching “replication”,

Group II – exercises for mastering dialogic unity of various types,

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Group III – exercises for creating micro-dialogues,

Group IV – exercises for creating dialogues of various functional types.

At the preparatory stage, exercises for teaching “replication” are performed. Replication is a mechanism of linking (combining) replicas into a dialogical unity.

The purpose of the exercises of the 1-st group is to teach students how to answer, that is, to quickly and adequately respond to an utterance given by the teacher/announcer, as well as to produce an initiative lexical unit.

Types of exercises: conditional-communicative, receptive-reproductive and reproductive exercises are made for imitation, substitution, transformation, answering questions, reporting or requesting certain information, prompting for certain actions, etc.

Typical modes of work of the teacher and students in the process of performing the exercises of this group is the following: teacher – class / class – teacher; teacher – student, teacher – student.

When teaching replication, it is important to gradually increase the volume of the student’s replica – from one to two or three phrases.

At the first stage, exercises of group II are performed, the purpose of which is to teach students to independently use different types of dialogic unity.

Types of exercises: receptive–productive conditional–communicative exercises for exchanging cues.

The main mode of work is “student 1 – student 2”, that is, students work in pairs.

Features of type II exercises:

1) each of the pair of students should be given the opportunity to use both a reactive and a necessarily proactive response;

2) work in pairs should be intensified due to the simultaneous work of all students in places and in motion.

The purpose of the IV group of exercises performed at this stage is to teach students to create their own dialogues of various functional types based on the communicative situation offered to them.

Types of exercises: receptive–productive communicative (higher level).

When performing the exercises of the III group, only natural additional materials are allowed – theater/concert posters, train timetables (airplanes, buses, steamships), maps of cities/villages, geographical maps, slides, drawings, etc.

The product of students’ speech is a dialogue of a certain functional type, which includes at least two (rarely three) micro-dialogues.

Mode of work: simultaneous work in pairs and presentation of 3–4 dialogues in front of the class.

It can be concluded from this subsection that after completing each group of exercises, the student will be able to speak on his\her own, as in a dialogue, and compose sentences himself\herself.

Next, we will consider the types of speaking skills. And also exercises for assimilation of acquired knowledge.

Any dialogue consists of separate interrelated statements. Such utterances, the limit of which is a change of the interlocutor, are called a replica. A replica is the first element of a dialogue. Replicas vary in length – from one to several phrases. In the dialogue, they are closely related to each other – according to their communicative functions, structurally and intonation. The closest connection occurs between adjacent replicas. A set of replicas

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characterized by structure, intonation and systematic completeness is called a dialogical unity. A dialogic unit is a unit of learning dialogic speech.

It should be noted that teaching dialogic speech should be based on the following principles:

- containing of useful phrases (this principle prepares for the construction of a foreign language expression with access to communication first in an educational and speaking situation, and then in a role–playing game);
- activity and effectiveness of the nature of learning, communicativeness, situational thematic organization of the educational process;
- professional orientation of education, interdisciplinary coordination, motivation, intercultural interaction;
- consideration of individual psychological characteristics

The formation of foreign language dialogic speaking skills can be carried out according to the following scheme: using a sample dialogue, based on the step-by-step composition of the dialogue and by creating communication situations.

Let's consider the methodology for implementing these stages.

The first stage. Work with a sample dialogue is focused on students' mastering of expressions in a foreign language, training in communicative interaction of those who communicate, handling language material in dialogic speech, the ability to transform the dialogue text, as well as on the formation of skills and the ability to compose a dialogue according to the model.

Work with a sample dialogue can be offered in the following exercises: read the dialogue; translate the dialogue into student's native language; independently expand the lines in the dialogue according to the communicative task; compose a dialogue based on the topic, situation, keywords and taking into account a certain communicative task; compose a thematic dialogue from micro-dialogues with the addition of elements of dialogic unity, etc.

The second stage. Teaching dialogic speech based on the step-by-step composition of a dialogue is focused on the formation of students' skills and abilities to construct a dialogue in various situations, taking into account the nature of communicative partners and their inter-role interaction.

The step-by-step construction of a dialogue can be presented in the following exercises: describe the situation and compose a response of prompting corresponding to it; describe the situation using a ready-made stimulus cue and compose response cues of a certain type (for example, agreement, denial, surprise, approval); make replicas of other responses (for example, refusals) to the same situation; break the dialogue into micro-dialogical units (prompt – reaction) and present them in self-invented situations; compose a coherent dialogue from different lines, adding student's own new lines, etc.

The third stage. Learning dialogic speech through the creation of communication situations involves the acquisition by students of the skills and abilities necessary to implement a communication situation in accordance with the communicative tasks of those who communicate, taking into account the specific conditions of communication, as well as relying on various types of interpersonal and inter–role interaction of speakers.

Situational learning of dialogic speech can be offered in various exercises: compose a dialogue based on the information reported, taking into account the situation and communication tasks; compose a dialogue based on the text; compose a series of dialogues



(micro-dialogues) for typical situations of communication on the topic; compose micro-dialogues on different topics for the same communication situations; compose various dialogues and microdialogues for communication in polylogue conditions (discussions, press conferences), etc.

Therefore, in the conditions of mixed learning, the formation of students' abilities and skills of dialogic speech can be carried out with the help of electronic training courses selected by teachers for work at home after preliminary processing of lexical and grammatical material in practical classes during classroom time. The first replica of the dialogic unity is always proactive (it is also called a prompting replica or a controlling replica). The second replica can be either completely reactive (otherwise – a dependent or replica-reaction), or reactive-initiative, that is, include a reaction to the previous statement and an incentive to the next one.

To develop dialogic speech skills during distance learning, can be used video conferences such as: Zoom; Skype; Microsoft Teams; Webex; Hangouts; Jitsi.

Students should learn to: 1) start a conversation using an initiative line; 2) respond correctly and quickly to the interlocutor's proactive utterance with a reactive replica; 3) to maintain a conversation, that uses not purely reactive, but reactive-initiative cues.

**Conclusions.** So, one of the important skills that foreign students should develop from the first year of learning Ukrainian as a foreign language is the ability to conduct a dialogue (dialogue agreement, dialogue-exchange of impressions and thoughts, dialogue-discussion, etc). The most difficult to learn how to make a dialogue-discussion or discussion, when the interlocutors seek to make some decision, reach certain conclusions, convince each other of something. Foreign students have the opportunity to communicate on professional, country studies, social, everyday topics, and to be interested in the grammatical rules of the Ukrainian language. There should be constant discussion of any concept, problem, topic, etc. In this way, the best assimilation of the educational material will take place. The traditional scheme: the teacher's explanation – the students' notes – the students' reproduction of the material presented by the teacher – all this will not give such efficiency for understanding and using the Ukrainian language.

The effectiveness and efficiency of the process of formation of foreign language professional competence depends on the teacher's successful choice and combination of appropriate methods of teaching foreign languages. The use of the above-mentioned techniques makes it possible to create a natural environment in the classroom, helps to activate the creative abilities of students, develops their thinking and forms the skills necessary for modern society. At the same time, the learning paradigm is changing, more attention is paid to the formation of skills and abilities to independently acquire knowledge in the conditions of research activities.

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## РОЗВИТОК НАВИЧОК ГОВОРІННЯ ПІД ЧАС ВИВЧЕННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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Вивчення іноземних мов у сучасному суспільстві стає невід’ємною складовою професійної підготовки фахівців різного профілю, і від ступеня їхньої мовної підготовки багато в чому може залежати їхнє подальше кар’єрне зростання. Вивчення української мови як іноземної сприяє розвитку комунікативної компетентності, формує здатність студента використовувати її як інструмент комунікації.

У центрі навчального процесу для студентів-іноземців має бути діяльність, спрямована на розвиток умінь та навичок спілкування українською мовою у професійному контексті. Її мета – формування та вдосконалення комунікативних навичок та умінь студентів, які вивчають українську мову, тобто здібностей здійснювати спілкування за допомогою іноземної мови у різних ситуаціях у процесі професійної взаємодії з іншими учасниками спілкування.

У процесі навчання можливе виділення деяких завдань, які забезпечують формування та вдосконалення професійного спілкування іноземною мовою: актуалізація знань лексичних одиниць та граматичних правил; формування вміння обирати та використовувати адекватні мовні норми залежно від мети та ситуації спілкування; вдосконалення умінь розуміти різні види комунікативних висловлювань, а також будувати цілісні та логічні висловлювання; розвиток здібностей обирати вербальні та невербальні засоби у разі комунікативної невдачі; розширення знань про соціокультурні особливості представників країн мови, що вивчається, їх традиції та норми мовної поведінки, а також формування вміння розуміти й адекватно використовувати їх у процесі спілкування, залишаючись при цьому носієм своєї культури.

Слід наголосити на особливій актуальності ділового спілкування в орієнтації підготовки на особистісно-діяльнісний розвиток студента. При цьому мовна інформація є найнадійнішим і найдосконалішим соціальним засобом комунікації та придбання інформації, який служить обміну думками і почуттями і висловлює при цьому зміст суспільних відносин. Отже, мотивація комунікативної спрямованості – один із найважливіших засобів підвищення ефективності навчання іноземної мови студентів.

*Ключові слова:* мовленнєва діяльність, діалог, монолог, комунікативний підхід, комунікативне завдання, ініціююча репліка, репліка-реакція.

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