

## METHODOLOGY PECULIARITIES OF TEACHING SPEAKING

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Among different types of communication we can define several main types as individual, group and public, which determine methodology specificity of teaching speaking. At the heart of modern teaching methods of speaking there are such categories of oral language communication as: situation, role, position, community, type and scope of communication, which are considered in modern science as models of speech communication. The most important of these teaching methods are communicative (speech) situations. A communicative situation, as a method of teaching speaking, consists of the following factors: 1) circumstances of the reality (situation) in which communication is carried out; 2) relations between communicants; 3) verbal motivation; 4) implementation of the very act of communication. Each of these factors has a certain influence on speech of the interlocutors (the choice of the topic and the direction of its development, the selection of linguistic means and emotional coloring of speech).

In individual communication two people participate. It is characterized by immediacy, trustworthiness. Here, communication partners are equal in their share of participation in the general speech. Each of them can support the proposed topic or replace it with another one. If any of the partners of individual communication terminates the conversation, the communicative act ends [3].

In case of group communication, several people participate in a single communication act (a conversation in the company of friends, a training session, a meeting). Communicative position of a member of a group is significantly different

from the individual. A participant can take part in a lengthy conversation without uttering a word. In such communication, inserting a word to interest listeners is sometimes difficult and requires additional qualities from the speaker. It is clear that the role of the passive participant in group communication (listening) is simpler than in individual communication, although it is much more difficult to "manage" the reception of information under these conditions [1].

Public communication occurs with a relatively large number of individuals. For this reason, the communicative roles of participants in public communication are usually predetermined: a number of them act as speakers, the rest of them are in fixed roles of listeners.

By the nature of the relationship between communicants, teaching methods of speaking distinguish formal and informal communication. Formal communication occurs between people whose relationships are determined by the performance of certain social functions, for instance a teacher and a student, a passenger and a cashier, a boss and a subordinate. This can include meetings, interviews, briefings, negotiations. Informal communication is characterized by ease, relaxedness, often familiarity in the behavior of individuals, and in the tone of their speech, freedom in choosing linguistic means. In informal communication, the content of the statements of individuals, as a rule, is not thought out in advance, they are unprepared. Unlike formal communication, in the conditions of which the official and business style of oral speech is used, in informal communication, the spoken language is widely used in its various variants, including professional jargon. Informal conversation is an independent activity of communication, or an activity which purpose is to establish contact, mutual understanding, and influence on knowledge, the system of social values and beliefs, and the emotional state of another person. In this sphere of oral communication, free conversation acts as the main, the most common type of communication. Topics of informal conversation are distinguished by a wide range of choice. Informal conversation is characterized by a large variety of speech stimuli that encourage communication of its participants.

Thus, summarizing the above, it is possible to state that modern methodology for teaching foreign languages distinguishes the following types of the model of speech communication: 1) official individual contact; 2) business conversation; 3) informal conversation; 4) group official conversation; 5) monologue in a group conversation; 6) public communication [2].

At present, there are opinions that it is impossible to achieve unprepared speech on the basis of training exercises. It is often necessary to observe how learners, having learned to operate fluently with different material during the training exercises, turn out to be completely helpless when they have to use the same material in the conditions of oral communication. On the basis of the research of the process of formation of oral speech skills it is possible to formulate the requirements for communicative exercises. They have to inform students about the information that they will later want to share; stimulate the production of related speech on the basis of life experience, the expression of their attitude towards this or that event of life reality; create situations for speech communication in the classroom; to ensure natural speech behavior of students in accordance with their social and communicative position, orientation in the communicative community of the interlocutors to choose the topic and its direction.

A number of exercises have no unambiguous attribution to the names of the class and can be performed in both ways, for example, “question-answer” exercises and retelling. This is the general characteristic of exercises for teaching speaking and communicative exercises.

### **Література**

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