

PSYCHOLOGICAL BACKGROUND FOR FORMING SPEAKING SKILLS IN FOREIGN LANGUAGE

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The formation of skills is one of the important problems of pedagogical psychology. It is no less significant for the psychology of teaching foreign languages. Speech skill is a complex phenomenon, the characteristics of which must be taken into account when it is formed in a foreign language.

Before considering the basic psychological background for the formation of speaking skills in a foreign language, we outline the main range of factors affecting the formation of any, including speech, skill. The main factors influencing the effectiveness of skill development are: 1) the correct distribution of exercises in time, 2) comprehension, understanding the performed action, 3) knowledge of the results and the nature of the correction of errors, 4) taking into account the negative influence (interference) of previously developed skills.

On the basis of theoretical provisions on the patterns of the development of speech skills (and on the material of analysis of a number of English textbooks in which this principle is not taken into account), one can suggest a scheme for the distribution of exercises in time. This scheme must satisfy three requirements: 1) the exercises in the formation of skills never "do not come to naught," 2) the interval between exercises increases as the training increases, and 3) the program for developing one skill, for example, the use of passive voice in a speech, is combined with the program for producing other. At the same time, at the beginning of the mastering, a maximum of exercises must be carried out in the required speech action.

Having considered the purposefulness, awareness and distribution of exercises in time as the necessary conditions for developing speaking skills in a foreign language, we list the main psychological prerequisites for the formation of a strong foreign speech skill. As such prerequisites for training can be named the following: a) the focus of training; b) the person has internal motivation; c) the correct distribution of exercises in the time of training; d) the inclusion of a trained phenomenon in a communicatively

meaningful speech situation for the person of the activity; e) the need for the learner to learn the results of the action; f) the understanding of the trainees of the general principle, the scheme of action, in which the trained operation is included; g) the teacher's account of the impact of the transfer and interference of previously developed skills and especially the skills of the native language.

The following four first stages of the formation of the speaking skill in a foreign language were singled out: I. Listening (the comparison operation is mainly performed). II. A short answer to the general question (the reaction time is worked out, the operation of comparison, replacement). III. Short answer: a) an alternative question (all the above operations and operations of choice and construction by analogy are worked out); b) a special question (the selection operation is worked out). IV. A complete answer to all types of questions (sequentially the construction operations are performed by analogy, transformation, combination).

It is obvious that in the process of learning speaking in a foreign language, a rather difficult psychological problem arises that takes into account the specifics of the formation of each of the links in the internal structure of this type of activity, and in particular, of foreign speaking skills. At the same time, there is another big problem of working out each link of the structure of the speech foreign language activity and bringing it to the appropriate level of perfection: actions to skills, and the operations involved in actions - to automatism. It is here that the basic general common didactic principles and psychological patterns of skill development must be observed: purposefulness, meaningfulness, the distribution of exercises in time, the continuity of training, motivation, the communicative nature of each speech action, and so on.

Literature

1. Zimniia I.A. Psychological background for forming speaking skills in foreign language. – M., 1985.