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ВДОСКОНАЛЕННЯ ЕФЕКТИВНОСТІ ПРОДУКТИВНИХ МОВНИХ НАВИЧОК СТУДЕНТІВ ІЗ ПРОСУНУТИМ РІВНЕМ

У статті досліджується важливість різних сучасних методів і підходів до навчання продуктивних мовних навичок у процесі вивчення англійської мови студентами, які вивчають англійську мову. Вивчення іноземних мов стає все більш і більш зростаючою вимогою сучасної освіти. Питання ефективних методів навчання завжди широко обговорювалося у світовому освітньому співтоваристві, оскільки пошук ефективних методів є завданням першорядної важливості.

У світі глобалізації англійська мова все частіше стає засобом спілкування у всіх сферах, як у локальному, так і в глобальному контекстах. Як наслідок, попит на ефективне використання англійської мови є необхідним у кожній країні. Таким чином, викладання та вивчення англійської мови, окрім рідної, має вирішальне значення для комунікативних цілей, щоб задовольнити зростаючий попит на знання англійської мови на місцевому, національному та міжнародному рівнях.

Іншими словами, основною метою вивчення іноземної мови є формування комунікативної компетенції, тобто здатності здійснювати міжособистісну та міжкультурну комунікацію між іноземцем та носіями мови. Виховний аспект є невід'ємною частиною навчального процесу. Сучасні освітні технології, які використовуються для формування комунікативної компетенції студентів при вивченні іноземної мови, є найбільш продуктивними для створення освітнього середовища, що забезпечує особистісно-орієнтовану взаємодію всіх учасників освітнього процесу.

Обґрунтовано та визначено основні концепції використання ефективних методів та підходів розвитку продуктивних навичок. Впродовж роботи наголошується на важливості розвитку продуктивних навичок у навчанні іноземної мови та різних факторах, які супроводжують цей процес і від яких багато в чому залежить.

Ключові слова: *іноземна мова, навчальний процес, ELL (учні, які вивчають англійську мову), продуктивні навички, говоріння, письмо, методи та підходи.*

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ENHANCING AN EFFECTIVE APPROACH OF THE PRODUCTIVE LANGUAGE SKILLS OF ADVANCED STUDENTS

The article investigates the importance of various modern methods and approaches of teaching productive language skills in the process of language teaching by English language learners. Learning foreign languages seems to become more and more increasing requirement of modern education. Issue of effective teaching methods have always been widely discussed in educational world community as finding the effective ones is the task of primary importance.

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills.

In other words, the main purpose of a foreign language is to form a communicative competence, that is, the ability to carry out interpersonal and intercultural communication between a foreigner to one and native speakers. Educational aspect is an integral part of the educational process. Modern educational technologies that are used to form the communicative competence of students in learning another language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process.

The principal concepts of using effective methods and approaches of developing productive skills are substantiated and determined. Throughout the work we mention the importance of enhancing the productive skills in teaching a foreign language and various factors which accompany that process and from which much depends.

By the way of conclusion, it is demonstrated that active skills are really essential for language learners. And the task for teachers is combine speaking and writing in their lessons to ease and accelerate the language learning process. Moreover, colorful methods and techniques ought to be used in the ESL and EFL classrooms that can develop students' capacity of speaking and writing.

Keywords: *a foreign language, educational process, ELL (English language learners), productive skills, speaking, writing, methods and approaches.*

Formulation and justification of the relevance of the problem. Learning foreign languages seems to become more and more increasing requirement of modern education. Issue of effective teaching methods have always been widely discussed in educational world community as finding the effective ones is the task of primary importance.

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills.

The process of learning English is slow and progressive and it could be interpreted as a series of challenges to face. This process consists of the development of certain skills. According to the common framework, these are divided into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Therefore, these skills need to be developed and learnt properly as learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading. Speaking and writing are more visible to the others and they are also more controlled and guided activities where the primary focus of these two skills is laid on accuracy. Due to the fact that ELL (English language learners) s have to perform in real – life situations, speaking is considered as the most difficult skill. In the real conversations, the ELLs are supposed to give a proper response to the speaker or speakers with whom they are speaking. As the listeners have to give an immediate response to the speaker(s), the ELLs must have good command over both vocabulary as well as grammatical structures of the English language. Furthermore, learners should figure out slangs, idioms, expressions or figurative terms in real conversations. In ESL and EFL classrooms speaking is also reckoned as an interesting activity that is used more frequently and teachers involve pupils in group and pair activities by creating different situations that are more useful to converse with others in their lifetime.

Analysis of the recent researches and publications. In this regard, *Rivers* (1978) says, "Speaking is used twice as much as reading and writing". It can also be observed that humans speak more than that of we read, write and listen. Hence, it is more appropriate for the teachers of English to concentrate more on speaking skills by adopting various strategies, techniques and approaches in the English classrooms.

According to the experiences of many teachers as well as learners of foreign languages, most difficulties are found in the process of learning and teaching productive skills. On the other hand different methods, approaches and techniques are invented to make the teaching and learning process of productive skills easier both for teachers and learners. Thus the main purpose of this study is to identify the techniques of teaching productive skills as practiced in the modern world as well as in our country.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. According to *Chastain* (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct [4, p. 330-358].

The purpose of the article is to highlight the principal concepts of using effective methods and approaches of developing productive skills. Throughout the work we mention the importance of enhancing the productive skills in teaching a foreign language and various factors which accompany that process and from which much depends.

The main material of the study. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is more frequently used than writing. The main function of spoken language is to socialize individuals. On the contrary to writing, spoken language is produced and processed in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear. Speech is generally used in face-to-face conversations; it is temporary, spontaneous and variable. Spoken language is supported by body language such as gestures or facial expressions (often called non-verbal communication). We teach speaking as learners consider this particular skill as one of the most important and also the most challenging skills. Speaking communication is the most common way of building interpersonal relations. Furthermore, speaking is important if we want to get things done, find out information and give instructions.

Importance of Speaking. In most educational institutions, speaking skills have been found to be a fundamental skill necessary for a learner's success in life. Learners often evaluate their success in language learning on the basis of how well they feel they have improved in their spoken language proficiency. Martin claims someone's fluency in speaking measures his/ her proficiency in that language[4, p. 237]. Students having ability to translate their thoughts and ideas into words are found to be more successful in school. Without developing good speaking skills, students has to suffer lifelong consequences because of their inability [7, p. 3]. Ability of speaking English also plays an important role in developing reading and writing skills. As Rivers says, when we read and write, we use what we know of the language orally [4, p. 20]. Speaking skill is required everywhere, from simple conversation to formal public speaking.

Types of Speaking Activities

a. *Picture Stories*: Picture stories can be used with all students, particularly those with limited literacy skills. Learners can interpret a story based on a picture sequences. Students work collaboratively to put the story in the correct order. Once they have done so, they stand in a circle and tell the story.

b. *Information-gap Activities:* Informational-gap activities are often used to practice specific language points and they are also ideal for general fluency practice. The teacher giving assignment to gap information in the picture, gives clue or key word.

c. *Groupings*: Finding connections among other students is a concept of groupings. In creating groups, teacher and learners need to negotiate what they will discuss.

d. *Mingle Activities*: A mingle activity involves learners mingling around and gathering information from other students in the class on a given topic. Mingle activities have the benefit of maximizing student participation for learners at all levels.

e. *Discussion Activities*: Any learners can take part in discussion activities, it can be about current events, cultural issue, education, work, or anything that is relevant to learners" lives.

f. *Problem Solving*: Problem solving activities have all of the characteristics given for discussion activities. Learners work together to come up with solution to the problem.

g. *Drama and Role-play*: Using drama in the classroom setting provides a useful and enjoyable medium to discover language. Students can express themselves in a variety of ways and may be transported into a world of imagination. Students are able to shed their inhibitions, taking on the role of an entirely different character and expressing various aspects of culture and social expectations. In this activity, students play a role, such as, a doctor and a patient, a lecturer and a student, a passenger and a driver and so on. This technique is quite similar with role a play; but it necessarily takes much longer time (Byrne, 1994). In this activity, the students were asked to record their conversation in like a drama. The lecturer provides time for the preparation until all groups were ready to submit. The lecturer provides the comment and feedback after the recording was submitted. This technique is really interesting and useful not only to develop speaking but also serve to encourage students to use the language in real.

h. *Surveys and Questionnaires*: Students prepare questions on topics such as cinema, sleep, free time activities, likes and dislikes and conduct a survey by interviewing each other and compiling information.

i. *Storytelling*: Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class. " It is apparent that, for ELLs writing skill is quite complicated and at the same time convenience for communicate in written form. Especially adult learners opt for exploiting written conversations by the internet, social sites and e-mails. Schmidt assert, "Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising". This means writing happens through various operations and ultimately it becomes the final draft. Why is writing as important as speaking? First reason is needs of human being. People have not always opportunity to talk orally and they have to write their plans, ideas, emotions or other circumstances by writing. [6, p.12]. Therefore, writing is the second easy way to contact. Secondly, writing is a clear substantiation to show real literacy of a person. According to statistics, as a whole, the global literacy rate is high. The literacy rate for all males and females that are at least 15 years old is 86.3 %. Developed nations as a whole have a literacy rate of 99.2 %. Results demonstrate only who has writing skill in the world and it is carried out at schools. Schooling aims to grow multilateral perfect generation for the future life. In this time modern educationalists are expected to use innovative pedagogical techniques to improve learners' writing skill. writing is not simply producing in written form, it symbolizes useful way of communication, creativity and critical thinking. As scientist Rao P. S.

mentioned "The teachers should understand the level of the students and try to adopt relevant teaching strategies of improving their writing skills that are more suitable for them. Because of a lot of researchers' observations so many effective teaching methods are being announced by the internet pages and utilized in education[5, p. 12].

It should be pointed out that modern classroom activities differ greatly from the traditional ones. The teacher should take into account various methodological, psychological, linguistic and physical aspects that impact the process of learning of foreign language. The process of developing new methods has become integrated in the classroom in so many ways, that we often don't even think about how we are using it.

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown lists six possible task categories:

a. *Imitative-drills* in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.

b. *Intensive-Drills or repetitions* focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences.

c. *Responsive*: Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions.

d. *Transactional*: Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates.

e. *Interpersonal*: Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays.

f. *Extensive*: Extended monologues such as short speeches, oral reports, or oral summaries. [1, p. 55].

Conclusions and prospects for further researches of direction. There is no doubt that in the era of globalization speaking is more important than ever. As English is a foreign language in our country and our education system does not put much emphasis on teaching speaking, it is recommended that speaking should be

properly taught by following the appropriate methods and techniques.

By the way of conclusion, it is demonstrated that active skills are really essential for language learners. And the task for teachers is combine speaking and writing in their lessons to ease and accelerate the language learning process. Moreover, colorful methods and techniques ought to be used in the ESL and EFL classrooms that can develop students' capacity of speaking and writing.

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ФОРМУВАННЯ НАВИЧОК ПИСЕМНОГО МОВЛЕННЯ ІНОФОНІВ НА ПОЧАТКОВОМУ ЕТАПІ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Стаття присвячена важливої ролі письма як одного з видів мовленнєвої діяльності. Письмо розглядається як підготовчий етап формування мовленнєвих навичок студентів.

У статті розглянуто методичні основи навчання писемного мовлення на довузівському етапі підготовки іноземних студентів. Предметом дослідження є письмова компетенція інофонів. Обумовлено першочергову необхідність формування цієї компетенції, оскільки оволодіння навичками створення писемного мовлення зазвичай викликає найбільші труднощі у студентів, які вивчають