

STRATEGIES FOR DEVELOPING NON-PHILOLOGICAL STUDENTS' COMPETENCE IN SPEAKING

Summary. The major task of this study is to discuss strategies for developing communicative skills of non-philological department students at their English classes and at their outclass time. The research deals with modern strategies for developing competence in speaking. Moreover, we have grouped and outlined the most effective strategies that can help to develop competence in speaking like role-plays, expressing points of view, debating and discussions on different professionally-oriented topics and practicing talking activities, discussing specialized articles and texts, outclass communication and others. In the end the potential of their using is shown, perspectives of the further investigation are described.

Keywords: competence approach, communicative approach, speaking strategies, learning strategies, competence, professionally-oriented education.

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СТРАТЕГІЇ РОЗВИТКУ КОМПЕТЕНЦІЇ В ГОВОРІННІ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. На сьогодні багато досліджень було сфокусовано на комунікативному підході навчання англійської мови. Актуальним є обговорення як навички спілкування і говоріння можуть бути розвинені та покращені. Основна мета даної статті – обговорити стратегії розвитку комунікативних навичок студентів нефілологічних спеціальностей на заняттях з англійської мови та у позааудиторний час. Згруповано та виділено найбільш ефективні стратегії, що можуть допомогти розвинути компетенції в говорінні, такі як використання рольових ігор, висловлення точки зору, дебати та дискусії на різні теми, вправи для практикування усних навичок, обговорення професійно-зорієнтованих статей та текстів, позакласне спілкування та інші. В роботі висвітлено потенціал використання стратегій та перспективи подальшого дослідження.

Ключові слова: компетентнісний підхід, комунікативний підхід, стратегії в говорінні, компетенції, професійно-орієнтоване навчання.

Defining of the problem. Nowadays a lot of the recent studies have focused on communicative approach of teaching English. The strategies of a way how communicative skills and speaking skills can be developed are becoming more and more topical in the modern world. However, few investigations have focused on developing English speaking skills of non-philological department students.

The analysis of recent research. In recent years, methods of teaching English have focused its orientation on competence approach and communicative technologies. However, since 1980s a pure communicative approach has been enriched by different learning strategies to individualize the process of language learning. Competence approach in teaching and learning languages took the first place. Learning strategies were researched by such scholars as Brown, Rubin, Oxford, O'Malley; Chamot, Graham, Cohen, Griffiths, Shatz, Heath, Rebecca. The development of competence in speaking, writing and listening was also researched by Ukrainian scientists Gryshkova R., Tarnopolskyi O., Shapkovskaja V., Kozhushko S., Kopylova I., Kornieva Z., Sura N. and others.

Identification of previously unsettled parts of the general problem. It can be explained like developing non-linguistic students' competence in speaking using special strategies and methods of teaching and learning English.

The purpose of our article. It is known that in modern educational institutions there is a problem of emphasizing on students' ability to maintain conversation rather than to do grammar exercise or to read professionally-oriented texts. That's why our goals are following:

- Describing strategies that will allow learners to practice speaking as an opportunity to practice their oral skills in their professional spheres are the major tasks of the paper;

- Discussing strategies for developing English speaking skills of non-philological department students;

- Outlining the most effective of them for non-philological students;

- Showing the potential of the offered strategies for developing students' competence in speaking.

Research body. The most valuable result of learning English is the ability to speak English expressing your points of view in everyday and professional situations. The ability to speak foreign language can provide a person with a lot of opportunities and benefits in modern life. Speaking is also a vital element of the language learning process. Rebecca L. tells about six most important strategies in teaching language:

- Cognitive strategies;
- Metacognitive strategies;
- Memory-related strategies;
- Compensatory strategies;
- Affective strategies;
- Social strategies [1, p. 14].

Zhyzko T. describes the necessity of intensifying the educational process to give more opportunities for the students. For the effective applying of it we need to use the strict strategies [5, p. 92]. Effective instructions teach students of different specialties speaking strategies like using minimal responses, recognizing scripts, and using language to talk about language. These speaking strategies help to expand students' knowledge of the language and their confidence in

using it. Modern linguist Shpakovskaja V.V. outlines such instructors to help students learn to speak so that the students can use speaking to learn.

1. *Using minimal responses.* Language learners with the lack of confidence in their ability to participate successfully in oral interaction often listen in silence while others perform the talking.

2. *Recognizing scripts.* Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow multiple forms of expression.

3. *Role playing.* They have to use language that is appropriate to the situation and to the characters. To succeed in discussions the teacher should prepare the students: give them input (both topical information and language forms) so that they will have something to say and the language units to say it.

4. *Use small groups* instead of whole-class discussion: large groups can make participation difficult [2, p. 4].

Gryshkova R.O. writes about the process of educational modernization of foreign languages on the basis of European integration. Among them there are implementation of the new approaches for teaching languages, making appropriate educational environment, development of cognitive abilities and autonomy, and as a result shaping of self-reliant competence for education [4, p. 39–40]. So, educational process should be based not only on the classes' activities but also on the autonomous work of students. So, we will discuss the most efficient activities what can help us with it.

Kopylova I. defines different exercises what are intended to ensure competence in speaking by non-philological specialties students and tells that all they should have such features as professional development, the bases of business communication during presentations, negotiations, telephone conversations, meetings. Also she insists on taking to attention cultural peculiarities of educational process [6].

We have made a survey on the base of 22 English teachers' questionnaire at Black Sea National University, asking them about the most effective ways to improve student's skills in speaking. As we found in our survey of 124 English language learners, who learn English studying at non-philological faculties, 64% of respondents said speaking was the most difficult aspect of learning English. Also 80% of teachers noticed that speaking and discussions are the most difficult activities for such students. Also it was mentioned that about 60% of the students have difficulties in expressing their own point of view during discussions. As a result of such survey we can outline the following strategies of developing speaking skills on the non-philological departments. The most important purpose in education professionals of non-philological department is communication in their professional sphere so the tasks and activities for such professional teaching should be absolutely necessarily for effective communication in the professional sphere, available for students and increase the level of general preparation of the students [8, p. 22].

This module will deal with communicative (or conversational) skills that are those skills, a speaker must possess when he/she wants to tell something orally. When we think about speaking, we mean the

situation when the students use any and all the language at their command to perform some kind of oral task. The important thing is that it should be a task there to complete, and that the students should want to complete it. The reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command are mainly three: 1) *Rehearsal*: when students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom. Simply enough, when they meet a new friend from abroad, the first conversation will be about introducing themselves, their families, etc. Having them take part in a role-play at the lost property office allows them to rehearse such a real-life event in the safety of the classroom. It is a way for students to "get the feel" of what communicating in the foreign language really feels like. 2) *Feedback*: engagement into a speaking task which demands for the use of all and any language at the students' command provides feedback for both teacher and students. 3) *Engagement*: completing a speaking task can be really motivating and give satisfaction [3, p. 2].

Many speaking tasks (role-play, discussions, debate, problem-solving etc.) are intrinsically enjoyable by themselves and if planned carefully (by the teacher) and completed successfully (by the students) contribute to increasing their self-esteem. Besides other strategies that combine these features and offer new ones we can propose to use:

1. Case situation and learning professional vocabulary to extend student's potential in speaking. A learning strategy refers to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively [1, p. 9].

2. Professionally oriented topics and texts. One of the development directions in learning languages is implementation of competence approach. During the process of such education different methods can be used. Among them we discuss professionally oriented topics like a deep source of the professional vocabulary.

Professionally-oriented study of foreign languages can be described as the process of education with the students' needs in foreign language learning with an orientation on features of the future profession, specialty. The process of language learning itself requires authentic communication and constant practicing, the activities that can be realized through interaction with people, language materials and learning environments, including technological professionally oriented terms but also today we definitely can't imagine foreign language learning and teaching without using new technologies. This approach involves combining the process of foreign language learning with development of personal qualities of students and obtaining professionally-oriented knowledge of the given language.

1. *Implementation of a vocational training.* The aim of vocational training involves professionally-oriented communicative competence that will allow them to use a foreign language during their professional activity. The purpose of professionally oriented education is learning and further use of the professional terminology during communication. The task of the teacher is to organize learning process in such way as to meet the needs of each student depends on his specialty.

2. *Discussions of the professionally-oriented articles.* One of the most important types of educational

activities during a professionally oriented training is talking to each other and discussing own points of view using texts on professional topics to help. In this case reading is not only a kind of training of speech skills, but also a way of perception information about the subjects of their specialization and professional terminology. Discussions, like role plays, succeed when the instructor prepares students first. Also almost all teachers prove that speaking activities must be exciting and sometimes even a fun to make the students speak.

Such articles can be found not only in textbooks, manuals, and in the form of popular science literature but also at such teaching platforms. These texts of the articles should correspond to the communicative students' requests, professional significance, relevance of issues, informational saturation and novelty, authenticity and accessibility for students.

Such texts shouldn't be too big to help students to memorize lexical terms and general vocabulary. The tasks with some questions to the text can be provided as well as some exercises for translation, choosing synonyms and antonyms, making imaginary situations and common discussion of the read information from the text.

Thus, the described method of learning English is used to facilitate memorizing of professionally oriented vocabulary and avoiding errors in their use. The study of potential difficulties, which Ukrainian professionals may face in the process of using English terminology during their professional activity, is important for developing the guidelines to eliminate possible mistakes and avoid misunderstanding in professional communication. It is crucial for students of medical faculty, jurisprudence, IT, politology departments to be aware of peculiarities of professionally oriented lexical vocabulary of their sphere.

3. *Using strategy "Listen to speak"*. When it comes to improve both comprehension and speaking skills, extensive listening is highly recommended. Listening and reading text at the same time is a great way to improve your speaking skills. Different mobile apps can be used, they are also becoming more popular with English learners, with the ability to listen anytime, anywhere. English language podcasts are a great way to improve your listening skills. Here are some popular podcasts to try: Listen to English by Peter Carter, Elementary Podcasts by the British Council and Luke's English Podcast can be used.

4. *Role-playing activities and games*. The teachers propose to set a goal or outcome, to use role cards. The cards can include words or expressions

that that person might use. Also teacher agreed that it is very useful to end with the linguistic follow-up: after the role play is over, to give feedback on grammar or pronunciation problems you have heard. Also it is very important to allow students to work by their own, in pairs or in the small groups.

5. *Encouraging communication outside the class*. Giving learners the advantage of communicating in real-time conversations with English speakers, probably the most exciting (and futuristic) technological advancement has come by means of Skype and Face Time. Such tools as video-conferencing also offer teachers the opportunity to link to other classes around the world, also gaining support from other teachers and students. There are many new apps on the market for speaking with other learners, such as CoffeeStrap and HelloTalk – meaning you can converse with native speakers right from your phone. **Skype is a great way for students to practice their speaking and listening skills with other people from any location**. Students can have question-and-answer sessions with authors of books, attend video-conferences and virtual field trips, interview professionals, and connect with students from other cultures and countries. Additionally using multimedia is recommended because it is effective method of repeating, systematization and generalization of student's knowledge.

Conclusions and ideas for the further investigation. To conclude we want to highlight the great value of the conversation techniques and exercises we have approached here, such as small talk practice, role-plays, points of view, different topic discussions and debates or group decision making activities, as valid and rewarding communicative strategies, for both sides, teachers and students. There are many reasons why students may find it difficult to find the confidence to speak, it is not just limit of their knowledge of grammar and vocabulary. Live communication is a key area, which can sometimes be overlooked. Spending some time to improve this part of study can greatly improve students' confidence in speaking English. Having said this, it is important to find a way to practice what you learn. Talking face to face with a native speaker is a great method if you have the opportunity, but what is necessary is not to forget that the Internet provides us with a lot of opportunities to communicate without leaving home.

The number of strategies can be enlarged with the help of digital gadgets and the Internet. Thus, further research should be directed on finding new strategies of developing speaking competence of students of non-philological departments.

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