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НАВЧАЛЬНО-МОВЛЕННЄВІ СИТУАЦІЇ ЯК ІНСТРУМЕНТ ДЛЯ АКТИВІЗАЦІЇ ІНШОМОВНОЇ МОВЛЕННЄВОЇ ДІЯЛЬНОСТІ

Анотація. Питання навчання іноземним мовам та важливість навчально-мовленнєвих ситуацій у розвитку іншомовної комунікативної компетентності завжди були в центрі уваги багатьох вчених та дослідників, чиї праці зробили значний внесок у формування сучасних підходів до мовної підготовки іноземців.

У статті розглядається використання навчально-мовленнєвих ситуацій як інструменту для активізації іншомовної комунікації, зосереджуючись на викликах, з якими стикаються іноземні студенти у процесі формування умінь і навичок для академічної та соціальної інтеграції в іноземному університетському середовищі.

У статті представлені види і послідовність використання ситуацій під час навчання іноземних студентів граматики і наукових конструкцій, починаючи з дублюючих ситуацій, що зосереджуються на опануванні граматичних структур і лексики, та закінчуючи комбінованими ситуаціями, які вимагають від студентів самостійного та творчого використання мови.

Також розглядаються види і послідовність використання ситуацій під час навчання діалогічного та монологічного мовлення, представлені види ситуацій, адаптовані до кожної з цих форм комунікації. Підкреслюється, що застосування навчально-мовленнєвих ситуацій сприяє тому, що вивчене перестає бути вправою і набуває ознак мовлення.

У статті зазначається, що закріплення нових лексичних і граматичних явищ має відбуватися лише в контексті, що відповідає конкретній ситуації, адже саме під час моделювання ситуацій студенти можуть потренуватися у виборі можливих значень, які б відповідали даній ситуації. Навчально-мовленнєва ситуація різко звужує можливий діапазон значень слова, що дуже важливо з огляду на багатозначність слів.

Крім того, засвоюючи інформацію в конкретній ситуації спілкування, студенти побачать, як нові лексичні одиниці та граматичні конструкції можуть бути використані в різних ситуаціях спілкування.

Ключові слова: навчально-мовленнєва ситуація, види ситуацій, іншомовна комунікативна компетентність.

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LEARNING AND SPEECH SITUATIONS AS A TOOL FOR ACTIVATING FOREIGN LANGUAGE SPEAKING ACTIVITIES

Annotation. The issues of foreign language teaching and the importance of learning and speech situations in the development of foreign language communicative competence have always been the focus of attention of many scientists and researchers whose works have made a significant contribution to the formation of modern approaches to language training of foreigners.

The article examines the use of learning and speech situations as a tool for enhancing foreign language communication, focusing on the challenges faced by international students in the process of developing skills and abilities for academic and social integration in a foreign university environment.

The article presents the types and sequence of situations used in teaching foreign students grammar and scientific constructions, starting with duplicating situations that focus on mastering grammatical structures and vocabulary and ending with combining situations that require students to use the language independently and creatively. The types and sequence of situations used in teaching dialogic and monologic speech are also considered, and the types of situations adapted to each of these forms of communication are presented.

It is emphasized that the use of learning and speech situations contributes to the fact that what is learned ceases to be an exercise and acquires the features of speech.

The article notes that the consolidation of new lexical and grammatical phenomena should take place only in a context that corresponds to a particular situation, because it is during the modeling of situations that students can practice choosing possible meanings that would correspond to a given situation. A learning and speech situation sharply narrows the possible range of word meanings, which is very important given the multivalence of words.

In addition, by absorbing information in a specific speech situation, students will see how new vocabulary and grammatical structures can be used in different speech situations.

Keywords: learning and speech situation, types of situations, foreign language communicative competence.

Problem statement. International students pursue education abroad with the aim of securing a higher quality of education, achieving academic excellence, cultivating promising career paths, and strengthening their employability skills.

Possessing a sufficient level of the language of instruction is very important for international students for understanding lectures, participating in discussions,

reading academic literature, and writing papers. University life also involves constant interaction with fellow students and lecturers. Well-developed language skills allow international students to communicate effectively, express their thoughts, and ask questions. Proficiency in the language of the host country helps international students feel more confident, participate in extracurricular activities, make friends, and adapt to their new life.

Without adequate language preparation, international students may experience difficulties in comprehending the material and have lower academic performance. Language barriers can lead to feelings of isolation, frustration, and insecurity. Quality language training helps students overcome these barriers, boost their self-esteem, and increase their confidence in their abilities.

Thus, language preparation is the foundation for successful learning, social adaptation, and personal growth of international students at the university. It not only facilitates the learning process but also contributes to their comprehensive development as individuals and future professionals.

Analysis of the latest studies and publications. The issues surrounding foreign language teaching and the role of learning and speech situations in the development of foreign language communicative competence have attracted the attention of many scholars and researchers, whose works have made a significant contribution and shaped modern approaches to language training for foreigners.

American sociolinguist and anthropologist Dell Hymes, though not exclusively focused on language teaching, developed the highly influential speaking framework. This model (comprising Setting, Participants, Ends, Act sequence, Key, Instrumentalities, Norms, and Genre) provides a valuable lens for understanding and analyzing various speech situations. Its emphasis on the social and cultural context of communication makes it particularly relevant and crucial for effectively teaching foreign languages to learners from different backgrounds [3].

The development of the communicative approach in foreign language teaching is closely linked to the work of Sandra Savignon, who emphasized the necessity of creating authentic speech situations in the classroom that closely mirror real-life interactions. This approach is directly aimed at preparing students for effective interaction in diverse speech situations [6].

The theoretical foundation for the communicative approach was developed by Michael Canale and Merrill Swain. Their concept of communicative competence went beyond grammatical knowledge, incorporating sociolinguistic competence (the ability to use language appropriately in different social situations) and strategic competence (the ability to use communication strategies to solve problems). Understanding these components is important for designing effective educational and speech situations [1].

The contribution of Stephen Krashen is also of great significance. Known for his Monitor Model of second language acquisition, which includes concepts like the Acquisition-Learning distinction, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. While not solely focused on speech situations, his emphasis on comprehensible input and a

low-anxiety learning environment is crucial for creating effective learning situations that encourage natural language use [4,5].

The research of Rod Ellis covers a wide range of issues in second language acquisition, including task-based language teaching. This approach uses communicative tasks that simulate real-life speech situations as the primary means of instruction [2].

The works of Peter Skehan are also dedicated to task-based language teaching. He has researched the cognitive demands of different tasks and how task structure can influence language production in various communication situations [7].

Thus, the research of these and other foreign scientists has laid the foundation for understanding the importance of creating diverse and authentic speech situations in foreign language teaching. Their work emphasizes the need to consider not only linguistic knowledge but also the sociocultural contexts of communication, as well as the development of communicative strategies that enable successful interaction in the real world.

This article aims to consider the use of different types of learning and speech situations in the process of formation of foreign language communicative competence and their value.

Presentation of the main material. To ensure that foreign students acquire practical foreign language skills, they must be able to engage in various speech situations. Therefore, the initial point in learning should also be a situation, which is a universal form of communication. Since it is difficult to replicate real-life communication conditions in the learning process, the use of speech situations will help bring learning activities closer to natural communication conditions.

With the aim of developing foreign language communicative competence in students in the academic and professional sphere, based on the stages of speech skills formation, speech situations were identified. All the names of the speech situations are presented conditionally, according to the operations that foreign students should master in the process of solving them.

At the first stage of teaching foreign language communication, the focus is typically on introducing and reinforcing grammatical structures of the scientific style of speech and the necessary scientific vocabulary, based on which foreign students will be able to perform any speech tasks. The necessity of knowing the grammar and vocabulary of the scientific style of language will be evident to students if their acquisition is communicatively motivated, if the ability of each language unit to participate in real communication is demonstrated.

The sequence of using speech situations depends on the sequence of developing lexical-grammatical and speaking skills.

Therefore, at this stage, duplicating situations were identified as the primary means of instruction.

By participating in this type of situation, students don't construct anything independently; they receive ready-made forms and use them without changing either the content or the structure. The aims of duplicating situations are:

1) to provide students with the necessary set of grammatical structures, their synonyms, as well as lexical units required for academic and professional communication;

2) to develop the ability to accurately reproduce the provided grammatical structures and lexical units;

3) to practice speech tempo.

Duplicating situations allow for the stage of intensive repetition and reinforcement of grammatical structures. The pace of these situations is quite fast. During the resolution of this type of situation, the accurate reproduction of the grammatical structure of the language sample is monitored. If students make any mistakes, the teacher immediately corrects them, offers to listen to the correct version of the utterance again, and highlights with their voice the words where the error was made.

As students master the skills to accurately reproduce a language sample, they are involved in solving replacing situations. While in duplicating situations, students use a ready-made language sample without changing anything in it, in replacing situations, they must provide new lexical content to the proposed grammatical structure, that is, insert other lexical units into the structure for practice.

The aims of replacing situations are:
- to develop the ability to provide new lexical content for a given speech sample;
- to develop the ability to use synonymous lexical units;
- to train listening comprehension skills;
- to practice speech tempo and speed of speech reaction.

Through the use of replacing situations, conditions are created for the involuntary memorization of grammatical constructions and their use in speech, as students' attention is directed towards the meaningful structure of the utterance. By resolving situations of this type, students learn to select those speech elements that can and should be replaced, substituted, and reproduce a model with new content. These situations are also carried out at a rapid pace. In situations of this type, it is controlled how correctly and quickly students can "operate" with a given construction in a specific situation, fill it with the necessary lexical means, and correlate their utterance with the facts of real life.

Following replacing situations, extensively-replacing situations are used. Their essence lies in the fact that during work on a specific grammatical phenomenon, the grammatical construction is expanded with known, previously learned vocabulary.

Their essence lies in the fact that during work on a specific grammatical phenomenon, the grammatical construction is expanded with known, previously learned vocabulary.

The aims of extensively-replacing situations are:
- to develop the ability to use previously learned vocabulary in combination with newly learned vocabulary;
- to develop the ability to expand a specific speech sample.

During the resolution of extensively-replacing situations, not only are new grammatical constructions reinforced, but the lexical reserve is also activated. The teacher can monitor the ability to maintain the grammatical construction and include correctly selected specific vocabulary in it.

To teach students to correctly use different grammatical forms within the same construction, it is necessary to use transformative situations, which involve the formation and development of the ability to correctly form and use various interchangeable constructions.

The aims of situations of this type are:
- to develop the ability to use interchangeable constructions in speech;
- to reinforce previously learned speech material;
- to use the norms of speech etiquette.

In the process of developing lexical and grammatical skills, transformative situations play a significant role. A distinctive feature of these situations is that students gain more independence in constructing utterances, meaning they independently select forms and determine the way to convey semantic relations. The units from which the utterance is composed are known to the students and have been used in their speech before, while the utterances themselves are new to them.

The aims of transformative situations are:
- to develop the ability to select the necessary grammatical construction and appropriate lexical units;
- to develop the ability to correlate grammatical constructions and lexical units with communicative intention;
- to improve the ability to use interchangeable constructions.

In transformative situations students themselves must select the form and determine the way to convey semantic relations. While in duplicating situations, students are offered a lexical unit and its form; in replacing situations, students insert the necessary words into a ready-made form; in extensively-replacing situations, they expand the proposed grammatical construction; and in transformative situations, the lexical unit must be used in the required form. In modeling situations, however, nothing is suggested, and both the form and its lexical content are determined by the students independently.

To enable students to master the ability to combine new material with previously learned material, combining situations are used. The essence of combining situations lies in reproducing and combining newly learned speech constructions and vocabulary with previously learned material in accordance with the communicative situation.

The aims of combining situations are:
- to develop the ability to combine previously learned grammatical constructions with newly learned ones in speech;
- to develop the ability to combine new lexical material with previously learned material in speech;
- to develop the ability to construct utterances in a logical sequence;

- to improve the ability to use interchangeable grammatical constructions and lexical units;

- to develop the ability to correlate grammatical constructions with communicative intention.

Combining situations serve as a transition to situations that develop speaking skills. During the modeling of these situations, the correct use and combination of constructions with different grammatical forms, which are known to the students, are monitored.

As a result of the work carried out, students will learn to consciously apply grammatical and lexical knowledge, master the skill of grammatical and lexical paraphrasing, learn to transfer similar grammatical actions from one phenomenon to another, select a lexical unit from a series of contrasting or similar meanings based on the situation, and learn to combine vocabulary within a formulated topic.

New vocabulary and grammatical features should be reinforced only in context, in relation to a specific situation, because it is during the modeling of situations that students can practice selecting possible meanings that would correspond to the situation. A speech situation sharply narrows the possible range of meanings and facilitates the selection of the necessary word, which is very important given polysemy. Furthermore, by assimilating information in a specific speech situation, students will see how new vocabulary and grammatical constructions can be used in different communication scenarios.

Therefore, in order to purposefully influence the formation of speaking skills, it is necessary to adhere to a specific sequence in the use of speech situations. That is, each grammatical construction that students are introduced to should be consistently used in all the speech situations discussed above.

Given that there are certain differences between dialogic and monologic speech, a specific sequence of using speech situations must also be applied for the acquisition of each of these types of speech.

In the process of developing students' monologic speech, it is necessary to include the resolution of duplicating situations that operated with one or two sentences and were aimed at mastering specific operations of the speech act. Situations of this type are characterized by the absence of students' speech creativity, and a lack of independence both in the selection of speech formulation (how to say it) and in the determination of content (what to talk about). Observations have shown that speaking in a foreign language, especially in its monologic form, poses significant difficulties for foreign students, which are mostly related to the choice of what to say and how to say it. Given the above, we believe that duplicating situations should be conducted using visual and auditory support materials. When modeling speech situations with auditory support, students should be offered information that is small in volume, logically structured, and represents a supra-sentential unity. The text should be listened to several times, after which students should be involved in resolving the situations.

The aims of duplicating situations during the teaching of monologic speech are: 1) the formation of the ability to reproduce information; 2) the formation of the

ability to select necessary statements from the heard information; 3) the development of the ability to correlate statements with the tasks of the situation; 4) the development of the ability to construct statements in a logical sequence. Speech situations of this type allow for the control of error-free reproduction, the pace, and the emotional coloring of the utterance.

To reinforce monologic speaking skills, it is also necessary to use preparatory-communicative situations. This type of situation provides foreign students with the opportunity to independently and creatively construct utterances. The support in situations of this type should be pictures, objects, keywords, or a plan containing declarative or interrogative sentences.

The aims of preparatory-communicative situations are to develop the abilities to: produce speech in situations less controlled by the teacher; express one's thoughts; propose hypotheses; make reports; correlate reproductive and productive utterances; correlate speaking intention with the content of the reply; arrange utterances in a logical sequence. Sometimes, for preparatory-communicative situations, a plan compiled using interrogative words, which will suggest the sequence of presentation, can be used.

In situations of this type, students' utterances should be detailed. While conveying the main content of the text and using visual support, students express their opinions on a particular issue, combine previously learned structures, and add and replace lexical units (words).

During the execution of preparatory-communicative situations, the volume of the utterance, linguistic correctness, and the correlation between reproductive and productive utterances are monitored.

In the process of resolving speech situations, the teacher corrects errors made in students' speech, as they are not yet able to simultaneously monitor their own speech. The teacher not only points out mistakes but also demonstrates the correctly constructed utterance.

As a result of the work carried out, foreign students learn to construct their own utterances sequentially and logically, relying on visual or auditory support. In their speech, students use the entire set of previously learned grammatical structures, filling them with the content necessary for the utterance.

When teaching dialogic speech, the learning units are the most common dialogic units in speech (combinations of remarks that are semantically and structurally interdependent). The basis of educational speaking situations are dialogic units with variable structures: question - answer; question - question; statement - question; statement - statement. In the process of developing dialogic speaking skills, at the first stage, students are also involved in resolving duplicating situations.

The aim of situations of this type is to develop the following skills: constructing questions and answer-remarks; constructing an affirmative remark and a corresponding question; as well as an affirmative remark and an affirmative answer; developing the ability to quickly and clearly reproduce a speech sample that serves as a standard for constructing similar ones; distinguishing the components of

a dialogue in its structure; recognizing the boundaries of speech utterances in a dialogue; using the norms of speech etiquette.

The great importance in developing foreign students' ability to react to a conversational turn lies in reactive speech situations. A characteristic feature of situations of this type, which distinguishes them from previous ones, is that the teacher provides only stimulating remarks, diversifying them depending on the type of dialogues, and students master the ability to react to these remarks.

The purpose of reacting situations is to develop the ability to react to a conversational turn; to correlate reactive turns with stimulating ones; to recognize the boundaries of a conversational partner's turns in a dialogue; and to reconstruct a dialogue based on missing parameters.

The variety of students' reactions to the content of remarks in this type of situation depends on the linguistic means available to the students. After students learn to react effortlessly and quickly to a stimulus using a single remark, they can be invited to participate in resolving situations of another type: prompting situations, during which students learn to stimulate speech not only with questions but also with statements. Support in these situations for teaching dialogic speech can be not only texts but also visual aids (pictures, cards, diagrams, tables, etc.).

The aim of these situations is to develop the skills to: encourage the start of a dialogue with an indirect question or a statement; recognize the boundaries of a conversational partner's turns in a dialogue; correlate an encouraging remark with a reactive one; and reconstruct dialogues based on specific missing parameters. In prompting situations, students learn to encourage speech not only with questions but also with statements.

In both prompting and reacting situations, the volume of remarks, linguistic correctness, the ratio of reproductive and productive material, speech tempo, and emotional coloring are controlled.

Support in speech situations for teaching dialogic speech can include not only texts but also visual aids (pictures, diagrams, tables, etc.). If students make errors in their speech, the teacher points out the location of the error in the utterance or demonstrates a correct example of the utterance. As a result of this work, foreign students learn to follow the thoughts of their conversational partner and exchange information, invite, clarify, and supplement it, exchange their opinions, react to the remarks of their conversational partner, and so on.

The pilot testing of speech situations showed that all types of speech situations are effective means of developing foreign language communicative competence. Duplicating situations and preparatory-communicative situations generated the most activity among students.

The analysis of the aforementioned situations has shown that duplicating situations stimulate the activity of foreign students due to their simplicity and speed of completion, while preparatory-communicative situations, through their content, bring students closer to their future academic and professional activities, which generates interest and activity among foreign students during their resolution.

To develop students' ability to express their own opinions independently, they need to be involved in resolving relevant situations that involve mastering the operations of a complete act of speech. In these situations, the speaker's attention is focused on the content of the utterance. These speech situations are characterized by speech creativity and independence in choosing the linguistic form of the utterance and in determining its content; they also combine monologic and dialogic speech.

Elements of creativity and independence in utterances are used in pre-talking situations.

The aim of pre-talking situations is to develop the abilities to: produce speech outside of a dyad and within a dyad; express one's thoughts accurately; build one's own tactics depending on the partner's speech tactics; increase the number of utterances in speech; react spontaneously to a partner's remarks; and initiate speech, asking clarifying questions both with and without proposing a hypothesis.

During the resolution of speech situations of this type, the following are monitored: the volume of the utterance, the correspondence of the conversation to the modeled situation, the presence in the remarks of phrases that would encourage the interlocutor to continue the conversation, linguistic correctness, the ability to begin a presentation or conversation, and to end them correctly.

To develop students' ability to independently construct utterances on a given topic, it is necessary to use talking situations. During these situations, students, according to the conditions and tasks of the speech situation, must independently, without the teacher's help, participate in a conversation, prove their own point of view, refute something, or report some information. When resolving situations of this type, students can also be asked to create their own support materials on the given topic.

The aim of speech situations of this type is to develop the abilities to: clarify necessary information from a partner; make announcements on a specific topic; explain certain information; defend one's beliefs in a polite manner; choose the correct model of speech behavior based on the information received; extract necessary information; resolve conflict situations; persuade a собеседник (interlocutor) of something; construct versions; propose a hypothesis using clarifying questions, conditioned by the собеседник's (interlocutor's) behavior tactics in the previous remark, and so on.

In talking situations, it is necessary to monitor the volume of the utterance, the correspondence of the conversation to the modeled situation, the presence in the remarks of phrases that would encourage the interlocutor to continue the conversation, linguistic correctness, independence in the selection of linguistic means, the logic of construction, the ability to begin a presentation, develop it appropriately, and correctly conclude the communication or utterance.

If students make errors in their speech while resolving situations of this type, the teacher should use non-verbal cues (facial expressions or gestures) to indicate them. If students cannot correct the errors during their utterance, the teacher should note them and then analyze the errors after the entire presentation or conversation.

The use of pre-talking and talking situations effectively influences the development of skills in constructing one's own utterance or conducting a dialogue.

As a result of using these situations, foreign students acquire the skills to construct their own monologic utterances both with and without support, participate in a dialogue taking into account all their speaking experience and the proposed lexical and grammatical material, and also prove, clarify, and refute necessary information, using their knowledge of speech etiquette.

To help students master the ability to combine new material with previously learned material, combining situations can be used. The essence of combining situations lies in reproducing and combining newly learned speech constructions and vocabulary with previously learned material in accordance with the speech situation.

Combining situations aim to: 1) develop the ability to combine previously learned grammatical structures with newly learned ones in speech; 2) develop the ability to combine new lexical material with previously learned material in speech; 3) develop the ability to construct utterances in a logical sequence; 4) improve the ability to use interchangeable grammatical structures and lexical units; and 5) develop the ability to correlate grammatical structures with communicative intent.

In situations of this type, previously practiced grammatical constructions, which were worked on separately, are combined into logically connected utterances. Combining situations are transitional to situations that develop speaking skills. During the modeling of these situations, the correct use and combination of constructions with different grammatical forms that are known to the students are monitored. As a result of using these situations, foreign students learn to consciously apply grammatical and lexical knowledge, master the skills of grammatical and lexical paraphrasing, learn to transfer similar grammatical actions from one phenomenon to another, select, based on the situation, a lexical unit from a series of contrasting or similar meanings, and learn to combine vocabulary within the formulated topic.

In our opinion, new vocabulary and grammatical features should only be reinforced within a context, relevant to a particular situation, because it is during the modeling of situations that students can practice selecting possible meanings that would correspond to the situation. The speech situation sharply narrows the possible range of meanings and facilitates the selection of the necessary word, which is very important given the polysemy of words. Furthermore, by assimilating information in a specific speech situation, students will see how new vocabulary and grammatical constructions can be used in different speech situations.

Conclusions. Any speech situation is a micro topic of speech, which allows significantly expanding the range of topics that are mostly taught in the classroom, and thereby developing students' ability to produce speech in various conditions. By learning information directly in a specific speech situation, students see how new vocabulary and grammatical forms are used in a particular context. They themselves are participants in this communication, actively working with new language material. The use of speech situations in the classroom significantly facilitates and stimulates work with international students in developing oral speaking skills.

Modeling such conditions of relevant situations in which students may find themselves allows maintaining interest in this type of exercise and increasing the effectiveness of memorization. The application of speech situations contributes to the fact that what has been learned ceases to be an exercise and acquires the characteristics of speech. Situations focus students' attention on the performance of extra-linguistic tasks, promote emotionality, and the full intonational design of the utterance. In a speech situation, a habit of quick orientation, accurate understanding of the interlocutor's words, and an immediate reaction to them appears, which invariably contributes to the development of the ability to conduct a conversation in a foreign language in real speech situations.

Thus, the use of speech situations in the process of developing communicative competence in the educational and professional sphere helps to overcome the opposition between the theoretical and practical stages of learning and ensures a high degree of assimilation of speech material.

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