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Hlavatska Yu. L.,  
[orcid.org/0000-0002-1162-0251](https://orcid.org/0000-0002-1162-0251)

## INTERCONNECTED ENGLISH SPEAKING ACTIVITIES TEACHING

*A foreign language, as an educational component, has a powerful potential for creating conditions for students' cultural and personal development. The modern learning process forms in students a humanistic view of the world, based on universal human values and new thinking. By mastering the English language, students of higher education institution acquire additional opportunities for receiving and transmitting information. At least two languages (native and foreign) create a favorable basis for the development of a general and linguistic outlook and foster a correct understanding of language as a social phenomenon.*

*Today, knowledge of the English language is becoming a mandatory requirement, unhindered command of which, along with good professional skills, will allow a specialist to get a decent job and achieve a successful career.*

*It has been noted that according to the activity approach, which forms the foundation of foreign language learning, the target setting of the foreign language didactic process consists in teaching four types of speaking activity – receptive (listening and reading) and (re)productive (speaking and writing). Speaking activity is manifested in real actions and operations that satisfy the work of specific speech mechanisms responsible for listening, speaking, reading and writing.*

*The paper focuses on interconnected learning of the English language, taking into account the real communicative needs of higher education institution students. The integration of knowledge and the general principles of unity and integration define the essence of interconnected learning.*

*An important component of interconnected learning is the commonality of language material, on the basis of which the skills of all types of speaking activity are formed. A key role in the sequence of work on types of speaking activity is played by the nature of lexical and grammatical material as a basis for the development of productive and receptive types of speaking activity. The language material must meet the linguomethodical selection criteria and be specially organized and controlled by the teacher.*

*Key words: speaking activity, interconnected learning, non-linguistic specialties, activity approach, integration of knowledge, receptive and productive types of activities, scientific circle, English textbooks.*

**The statement of the issue.** The educational component “English for professional purposes” of all educational and professional programmes of the first (bachelor’s) level of higher education of Kherson State Agrarian and Economic University belongs to humanitarian disciplines and, accordingly, plays a significant role in the development of the personality of higher education institution students. It should be noted that a foreign language as an educational component has a powerful potential for creating conditions for students’ cultural and personal development.

The modern teaching process forms in students a humanistic view of the world, based on universal human values and new thinking. By mastering the English language, higher education institution students acquire additional opportunities for receiving and transmitting information. At least two languages (native and foreign) create a favorable ground for the development of a general and linguistic outlook, and foster a correct understanding of language as a social phenomenon.

A foreign language contributes to the development of mental processes. Syntactic constructions and grammar develop abilities for analysis and synthesis, memorization of lexical units – working memory, study of not only separate words, but also the context in general – language guesswork, intelligence and attention. The language teaches the student to think

logically, as well as to choose the correct option from the multitude of meanings of each isolated lexeme. A foreign language helps in developing communication skills, and even in eliminating psychological barriers.

Learning the language (through dialogues, monologues, project activities as well) contributes, in our opinion, to students' success in the future. Today, the knowledge of English is becoming a mandatory requirement, unhindered command of which, along with good professional skills, will allow a specialist to get a decent job and achieve a successful career. In addition to the above, draft law of Ukraine No. 9432 regulates the peculiarities of the use of the English language in the fields of education, culture, transport, health care, in the work of state and local authorities, self-government, emergency services, etc. [2]. In Ukraine, within modern education system, a foreign language occupies an extraordinary place due to a number of social, cognitive and developmental functions as another means of communication, knowledge of the surrounding world and expansion of its borders.

**The analysis of relevant research.** The literature review shows that the problem of determining effective approaches to learning foreign languages has always been in the field of view of scientists and teachers. A number of authors have recognized six approaches to learning foreign languages and cultures: communicative, competence, reflexive, cultural, level, and professionally-oriented as well [5, p. 82].

In the field of psychology, four approaches are distinguished: behaviorist, inductively conscious, cognitive, and integrated [10, p. 139]. Since the method of speaking competences formation includes the building of foreign language competences in listening, speaking, reading and writing, most scientists focus their attention on the description of their own pedagogical experience of a separate type of activity or a separate approach [14], as well as interconnected learning [1; 3].

**The purpose of the article.** Our aim is to systematize current knowledge of teaching speaking activities within pedagogical approach, that is to sum up the findings and contributions made in this field by scholars and methodologists, on the one hand, and moreover, to present some own observations in accordance with our pedagogical experience of working with students of non-linguistic specialties.

**The body of the research.** According to the activity approach, which forms the foundation of foreign language teaching, the goal of the foreign language didactic process is to teach four types of speaking activity – receptive (listening and reading) and (re)productive (speaking and writing) [8, p. 40].

Since the subject's thinking is an activity, and learning a foreign language in accordance with the activity-based concept of learning adopted in the methodology of teaching foreign languages involves mastering a foreign language speaking activity, it is necessary, to our mind, to dwell on the characteristics of the concept of "activity".

Activity in the broadest sense is defined as a practical, transforming influence of a subject on an object, during which both the external object and the subject influencing it change [7]. Speaking activity is a purposeful process of transmitting and receiving messages, expressed through the language system and dependent on the communication situation. It consists of speech acts, which are the preparation and implementation of an utterance, regardless of its volume.

H. Kayi believes that "speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance" [13].

As a result of speaking activity, speech mechanisms are formed, which ensure the perception while listening and reading and the generation of a speech product while

speaking and writing [5, p. 68]. When studying a foreign language, an educational (cognitive) activity is created, during which students of higher education institution master the language. The students develop speech mechanisms and speaking activity in which the language itself functions. Speaking activity, like any other one, has its subject – a thought (content plan of speech). Speaking activity is manifested in real actions and operations satisfying the work of specific speech mechanisms responsible for listening, speaking, reading and writing [5; 15].

A special emphasis in the methodology of foreign language teaching is placed on each type of speaking activity, since interconnected learning does not exclude learning aimed at the development of any individual types of speaking activity. Taking into account the students' real communicative needs, this or that form of speaking activity is chosen [1].

S. Haponova emphasizes that “interconnected teaching the types of speaking activity is one of the modern leading methodical principles of foreign language teaching. The basis of this principle is the integration of knowledge and the general principles of unity and integration determining its essence” [3, p. 13].

As we have already noted, receptive and productive types are distinguished within speaking activity. The receptive types include listening and reading; they mean the perception and understanding of information in oral or written form from various sources. Listening and reading serve speech mechanisms: memory, awareness, probable forecasting as well. Among the specified receptive types of speaking activity, students have problems with listening [6]. Therefore, it is important for teachers that the material that sounds when listening should not have obstacles for it (fast pace of speech, diction defect, noises, bad sound, etc.).

Productive speaking activities include speaking and writing, the main function of which is to convey information. Speaking is manifested in the form of a dialogue or monologue, and written speech – with the help of graphic signs.

All types of speaking activity are considered at three levels: the first level is motivational and persuasive. It takes into account communicative and cognitive needs. This level directs speaking activity. The second level is indicative and research – the collection and study of the necessary information and ways of forming one's own and other people's opinions take place. The third level is executive (implementing); it is revealed in the process of speaking activity itself [1].

According to N. Stankevych, for a highly efficient organization of the educational process in a sequential-time relationship, the sequence and optimal temporal distribution of work on listening, speaking, reading and writing is established, depending on the goals, tasks, stage and profile of learning as well [8, p. 41]. That is, the simultaneous sequence can be considered as a certain working scheme reflecting the nature of interaction between types of speaking activity within a separate educational unit (lesson or class cycle). This working scheme helps to understand what type of speaking activity is being worked on at the beginning of the lesson, which one becomes dominant, as well as to see the primary and secondary study of its other types.

It should be noted that the systematicity of types of speaking activity, presented in the form of a working scheme, is not universal, due to the fact that this scheme will almost always depend on the goal and tasks of training, stages and profile of training [4, p. 15]. An important role in the sequence of work on types of speaking activity is played by the nature of the lexical and grammatical material.

An equally important component of interconnected teaching is the commonality of language material, on the basis of which the skills of all types of speaking activity are formed. Specially selected material included in one of the types of speaking activity is called general language material.

S. Haponova believes that general language material should be represented in the academic training programme; serve as a basis for the development of both productive and receptive types of speaking activity; be the basis for the development of oral and written

forms of communication; coincide with certain linguistic and methodological selection criteria; be regulated and specially organized by the teacher [3, p. 13-14].

We realize that teaching English is communicative in nature, so the teacher's main task is to create a communicative environment where all types of speaking activities are integrated (listening, reading, speaking, writing). In English lessons, the teacher should pay special attention to each type of speaking activity both separately and in the process of their integration.

Using general language material as a basis for the development of communicative competence, the teacher should develop special integrative tasks. An integrative task is a multifunctional complex task in English, which students perform in several stages both individually and as a team. Such tasks develop productive and receptive types of speaking activity [5, p. 123].

V. Stativka affirms that to facilitate the task of interconnected teaching of productive and receptive types of speaking activity, you can use written and oral texts on general issues as well as separate topics [9, p. 6]. Excerpts of works of art can serve as alternative texts. New opportunities are also opened up by modern technologies, in particular, the use of mass online courses in English language classes.

Taking into account our own pedagogical experience working with students of Kherson State Agrarian and Economic University, we want to pay attention to two basic textbooks [11; 12] we use while conducting English lessons with the first and second year students. This is reflected in the academic training programmes for the discipline "Foreign language for professional purposes" and in the syllabi, respectively. For example, the study of the topic "Family life" covers all types of speaking activity: reading, listening, speaking and writing [12, p. 2]. We implement the improvement of grammatical skills on the basis of the textbook "Grammarway 2 with answers" [11]. Accordingly, the topics "Present Simple" and "Present Continuous" begin a series of grammar topics [11, p. 6].

Frankly speaking, it is difficult for the first-year students to understand the meaning of certain lexical items, a nuclear family or to share childcare duties, for example. In order to facilitate students' perception and understanding of separate words meanings or certain grammatical constructions, we create several portions of Quizlet Flashcards. Having learned words of a certain topic, we move on to their direct use, using the exercises in the "Exam Excellence" textbook [12]. There is not always enough time in class to achieve a specific goal, so students have to master most of the tasks on their own, consulting with English language teachers and actively participating in the scientific group "English in Intercultural Communication". At our meetings we constantly focus on interconnected teaching of the main types of speaking activity.

**Conclusions.** Our work has led us to conclude it is necessary to remember the four mandatory components of interconnected teaching of the main types of speaking activity – their parallel and balanced formation, sequential-temporal relationship, commonality of the language material, a set of special integrative exercises. In addition, each type of speaking activity serves as a teaching goal and a means of forming other types of speaking activity. It is important to consider all these aspects in the process of teaching English.

Future work will concentrate on the description of the main accents of teaching writing, which forms a person's communicative system and ensures its diverse sociocultural existence, on the one hand, and as the most difficult type of speaking activity, on the other hand. In addition, a complex of exercises might prove an important area for further research.

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Главацька Ю. Л.,  
 orcid.org/0000-0002-1162-0251

### ВЗАЄМОПОВ'ЯЗАНЕ НАВЧАННЯ МОВЛЕННЕВІЙ ДІЯЛЬНОСТІ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ

Іноземна мова, як освітня компонента, має потужний потенціал щодо створення умов культурного та особистісного становлення студентів. Сучасний процес навчання формує у студентів гуманістичний погляд на світ, заснований на загальнолюдських цінностях та новому мисленні. Опановуючи англійську мову, здобувачі вищої освіти набувають додаткових можливостей прийому та передачі інформації. Дві, щонайменше, мови (рідна та іноземна) створюють сприятливу основу для розвитку загального та лінгвістичного кругозору, виховують правильне розуміння мови як суспільного явища.

Сьогодні знання англійської мови стає обов'язковою вимогою, безперешкодне володіння якою, поряд із хорошими професійними навичками, дозволить фахівцю отримати гідну роботу й досягти успішної кар'єри.

Зазначено, що відповідно до діяльнісного підходу, який утворює фундамент навчання іноземних мов, цільова установка іншомовного дидактичного процесу полягає у навчанні чотирьом видам мовленнєвої діяльності – рецептивним (аудіювання та читання) та (ре)продуктивним (говоріння та письмо). Мовленнєва діяльність має прояв у реальних діях та операціях, які задовольняють роботу конкретних механізмів мовлення, відповідальних за аудіювання, говоріння, читання і письмо.

У статті акцент робиться на взаємопов'язаному навчанні англійської мови, яке враховує реальні комунікативні потреби здобувачів вищої освіти. Інтеграція знань і загальні принципи єдності та інтеграції визначають сутність взаємопов'язаного навчання.

Важливим компонентом взаємопов'язаного навчання є спільність мовного матеріалу, на основі якого формуються вміння всіх видів мовленнєвої діяльності. Помітну роль у послідовності роботи над видами мовленнєвої діяльності грає характер лексико-граматичного матеріалу як бази розвитку продуктивних і рецептивних видів мовленнєвої діяльності. Мовний матеріал повинен відповідати лінгвометодичним критеріям відбору та бути спеціально організованим та контрольованим викладачем.

Ключові слова: мовленнєва діяльність, взаємопов'язане навчання, нефілологічні спеціальності, діяльнісний підхід, інтеграція знань, рецептивні та продуктивні види діяльності, науковий гурток, англійськомовні підручники.

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Рецензент: доктор педагогічних наук, доцент Рябуха І. М.