Development of speech skills at teaching foreign languages through intensive technology

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Abstract.
The article underlines that taking into account the patterns of the intensive training process presupposes concentrated speech influence at each lesson, the desire for the most condensed construction of the training course due to the rational distribution of any lesson.

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The intensive methodology opens up a new perspective not only on assessing the effectiveness of teaching foreign languages, but also provides a new understanding of the status of this academic technology in the system of higher technical education, and its social functions. At the same time, three features of teaching foreign languages can be revealed, namely: the features of it as a rather new technology and the associated feature of the educational process, as well as the activity of teaching and learning.

The peculiarities of this rather new technology are that the student is instilled with a set of abilities and skills that allow at a certain moment, by the end of the initial stage of training, to complete the formation and launch of the mechanism of foreign language speech. The transition of this mechanism from a latent to a working state ensures the completion of speaking acts and understanding, changes the nature of the subject in the sense that a foreign language is no longer perceived only as an object of acquisition and turns into a practically applicable, really functioning means of communication. This practical effect brings with it another significant change: having turned into a means of interpersonal communication, the language also becomes a means of developing the communicating personality in educational, moral, cultural and aesthetic terms. The comprehensive beneficial effect of an object on a person is stimulated by the ever-expanding participation in communication in conditions of the collective speech, play and intellectual interaction [1].

The implementation of the developmental function of the subject in all its aspects (practical and educational) is based, firstly, on the novelty and educational nature of the material, secondly, on the consonance of the topic with the interests of the team and the motivational-need sphere of each student, in -third, to create the prerequisites for the emotionally charged experience of each speech act. At the same time, the pronounced regional orientation of the subject gives a special flavor, a special tone to learning, and allows the language to be presented and used in the context of the culture of the people—its creator and bearer.

Since a foreign language is in fact the only academic
subject entirely aimed at developing speech communication, it has an irreplaceable socially significant potential for the formation of a moral, humane, active and creative personality.

In the process of mastering communication, with the elimination of psycho-traumatic and encouraging psycho-stimulating factors, in a spiritual atmosphere and non-tension, the internal reserves of the individual are revealed, their sensitivity to psycho-therapeutic and psycho-hygienic influences increases, which is further facilitated by the use of activation and relaxation techniques, elements from the conscious and subconscious of the human psyche.

Analysis of the features of a foreign language as an academic subject leads to the conclusion about the uniqueness of its capabilities in relation to the education and development of students. The peculiarities of the intensive technology process are characterized by specific techniques and methods that guarantee the implementation of learning goals. The formation, launch and subsequent improvement of the speech mechanism are possible only under the condition of a well-established training process, the main requirement of which is regulation, systematicity, rhythm, direction of educational and speech influence on students. Long interruptions and tendencies toward inhibition, scattering, or slowing down the intensity of speech influence are intolerable here, because each break in a consistent chain of influences immediately causes regression. Here mastering communication, the process of developing speech ability, like any process of developing skills and abilities, suffers greatly from all possible stops and interruptions and requires care about forward movement and increasing dynamism [2].

Taking into account the patterns of the intensive training process presupposes, in addition to concentrated speech influence at each lesson, the desire for the most condensed construction of the training course due to the rational distribution of lesson, laboratory and homework assignments, including work with a computer and regular sessions of independent listening and reading. Here it should be added that the creation of a unified educational and functional technological environment (both in the classroom and recreational learning areas) and a regime for using a foreign
language in different areas of activity of the classroom (group) educational and speech team is of the great importance. In addition to well-established training to develop skills to automatism, the implementation of learning goals are intended to guarantee such methods of development of speech skills, in relation to which the skills of mastering the material retain their secondary, subordinate role. Here lies the need to recreate in the group patterns of communication that are free from hackneyed forms of educational speaking. Therefore, it`s necessary to warn against methodological stereotypes that encourage the “construction” of communication from previously memorized (trained) individual words, expressions, phrases, utterances.

In the process of mastering communication, with the elimination of psycho-traumatic and encouraging psycho-stimulating factors, in a spiritual atmosphere with elation and non-tension, the internal reserves of the individual are revealed, their sensitivity to psycho therapeutic and psychohygienic influences increases, which is further facilitated by the use of activation and relaxation techniques, elements from the conscious and subconscious of the human psyche. Analysis of the features of a foreign language as an academic subject leads to the conclusion about the uniqueness of its capabilities in relation to the education and development of students.

The peculiarities of the educational process are that it is characterized by specific techniques and methods that guarantee the implementation of learning goals. The formation, launch and subsequent improvement of the speech mechanism are possible only under the condition of a well-established training process, the main requirement of which is regulation, systematicity, rhythm, and direction of educational and speech influence on students. Long interruptions and tendencies toward inhibition, scattering, or slowing down the intensity of speech influence are intolerable here, because each break in a consistent chain of influences immediately causes regression. Mastering communication, the process of developing speech ability, like any process of developing skills and abilities, suffers greatly from all possible stops and interruptions and requires
care about forward movement and increasing dynamism.

Taking into account the patterns of the training process presupposes, in addition to concentrated speech influence in each lesson, the desire for the most condensed construction of the training course due to the rational distribution of lesson, laboratory and homework assignments, including work with a computer and regular sessions of independent listening and reading. Here we should add the creation of a unified educational and functional technological environment (both in the classroom and recreational learning areas) and a regime for using a foreign language in different areas of activity of the group educational and speech team. In addition to well-established training to develop skills, automatisms, the implementation of learning goals are intended to guarantee such methods of development of speech skills, in relation to which the skills of mastering the material retain their secondary, subordinate role. Here lies the need to recreate in the group patterns of communication that are free from hackneyed forms of educational speaking. Therefore here it should be warned against methodological stereotypes that encourage the “construction” of communication from previously memorized (trained) individual words, expressions, phrases, statements borrowed from dialogues and texts. By developing genuine speech skills, it’s necessary to create constantly a certain act of speech in an undivided and holistic form, just as a director creates a mise-en-scène. The skill of spontaneous speaking occurs during repeated performance of natural acts of speech communication. And here the teacher takes on the difficult mission of maximally using and activating these factors in the educational process. He must form a team and manage it in the interests of solving complex didactic and methodological problems: condensing lesson time and concentrating the efforts of students, creating the phenomenon of foreign language communication in conditions of collective speech interaction, maintaining consistency in the use of various types and forms exercises taking into account internal harmony and the appropriateness of speech influences on students. His focus is on creating automatizing, implementing the learning goals are intended to guarantee such methods of development of speech skills, in relation to
which the skills of mastering the material retain their secondary, subordinate role. Here lies the need to recreate in the classroom patterns of communication that are free from hackneyed forms of educational speaking. Communication is indivisible, is an integral phenomenon of speech interaction, not reducible to a simple sum of its components, but acts as an act of creation when different motives and communicative tasks collide in a changing situation of utterance. By developing genuine speech skills, we constantly create a certain act of speech in an undivided and holistic form, just as a director creates a mise-en-scène. The skill of spontaneous speaking occurs during repeated performance of natural acts of speech communication [3].

The teacher takes on the difficult mission of maximally using and activating these factors in the educational process. He must form a team and manage it in the interests of solving complex didactic and methodological problems: condensing lesson time and concentrating the efforts of students, creating the phenomenon of foreign language communication in conditions of collective speech interaction, maintaining consistency in the use of various types and forms exercises taking into account internal harmony and the appropriateness of speech influences on students. His focus is on creating automatisms, on the implementation of learning goals which are intended to guarantee such methods of development of speech skills, in relation to which the skills of mastering the material retain their secondary, subordinate role. Here lies the need to recreate in the lecture room patterns of communication that are free from hackneyed forms of educational speaking. Therefore, it should be warned against methodological stereotypes that encourage the “construction” of communication from previously memorized (trained) individual words, expressions, phrases, statements borrowed from dialogues and texts. Communication is indivisible, it is an integral phenomenon of speech interaction, not reducible to a simple sum of its components, but acts as an act of creation when different motives and communicative tasks collide in a changing situation of utterance.

The peculiarities of teaching and learning activities are that the specificity of this technology and the uniqueness of
the educational process make extraordinary demands and reveal new possibilities for both students and teachers. Students' activities during the intensive learning take place in an atmosphere of elation, lightness, ease, trust and cooperation. They expect a change of tension and relaxation, conscious and subconscious, comprehended and contracted, personal and collectivist, imaginary and real, actual and playful process.

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