

deal in this paper with motif of pain and loss via two literary works for children available in Slovak translation, which have so called minimalist character. These are the text by German author and illustrator Wolf Erlbruch (*Duck, Death and Tulip*) and literary text by Norwegian writer Jostein Gaarder (*Anton and Jonatan*). In understanding of minimalism in our contribution we follow Zuzana Stanislavová (2013), who considers it to be a specific style of writing, which achieves maximum effect via usage of minimal expressive means. Both analysed artistic texts are characterised by simple vocabulary, poor usage of adjectives, use of factual appellatives, low figurativeness of language, reduced frequency of hyperbole and metaphor, simple sentence structure with shorter extend and focus on commonplace, here and now and trivial topics. Story in both texts is not much developed and narration is characterised by reduction of motifs, condensation and elliptic verbal utterances, which in this way opens larger space for expressive illustration and whole visual effect of the book. In artistic space of minimalist texts by W. Erlbruch and J. Gaarder there is a main character, who copes with the fact of death or he/she is the object of dying. In spite of the fact, that in these two texts there are different author's strategies of capturing of the motifs (which are analysed in more detail in our paper), both small books are in their outcome an artistic portrayal of overcoming the reader's expectations, because they deviate from the scheme of happy ending. This minimalist artistic figurativeness of the motifs of pain and loss can outline the way for children in early age, how to cope with the pain caused by the death of a close person and how to make this difficult period of mourning less painful.

Key words: literature for children, pain, loss, minimalist text.

У статті зосереджується увага на проблемі тематики дитячої літератури, розглядається мотив болю та втрати через два літературні твори для дітей, доступні в словацькому перекладі, які мають так званій мінімалістський характер. Це текст німецького автора та ілюстратора Вольфа Ерлбруха та літературний текст норвезької письменниці Джостина Гаардера (Антон та Джонатана). У розумінні мінімалізму автор йде за Зузаною Станіславовою (2013), яка вважає це специфічним стилем написання, який досягає максимального ефекту за допомогою використання мінімальних виразних засобів. Обидва аналізовані художні тексти характеризуються простим словником, зниженням частоти гіпербол та метафори, простою структурою речення. Історія в обох текстах не дуже розвинена, і розповідь характеризується зменшенням мотивів, конденсацією та еліптичними вербальними висловлюваннями, що таким чином відкриває більший простір для виразної ілюстрації та всього візуального ефекту книги. Незважаючи на те, що в цих двох текстах є різні авторські стратегії захоплення мотивів (які більш докладно проаналізовані в нашій роботі), обидві невеликі книги в їхньому підсумку є художньою картиною подолання очікування читача, оскільки вони відхиляються від схеми щасливого закінчення.

Ключові слова: література для дітей, біль, втрата, мінімалістський текст

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GOALS AND TECHNIQUES FOR TEACHING SPEAKING

The article is devoted to the analysis of the formation of speaking skills through the use of special communication techniques in English lessons. The article describes the principles and ways of developing speaking skills, as well as substantiates the method of using communication techniques, in particular, such as discussion, role-playing, improvisation and debate. In the process of research it was revealed that communicative activities contribute to the formation of speaking skills.

Key words: teaching speaking; communicative competence; speaking skills; communicative group; principles of teaching speaking; communication technology, communicative method, communication techniques, interactivity.

Urgency of the problem. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation;
- functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building);
- social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Analysis of recent research and publications. Problems of the teaching speaking became the object of research of such scientists as H. Laswel, Spiridovskii O.V., M. Sirivlja, A. Maslow's.

Goal setting. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Results of investigation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate

of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities:

– filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening.";

– completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the

timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information.

Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities

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Статья посвящена анализу процесса формирования навыков говорения путем использования специальных коммуникативных техник на уроках английского языка. В статье описываются принципы и пути формирования навыков говорения, а также обосновывается методика использования коммуникативных техник, в частности таких, как дискуссия, ролевая игра, импровизация и дебаты. В процессе исследования выявлено, что коммуникативные виды деятельности способствуют формированию навыков говорения.

Ключевые слова: обучение говорению; коммуникативная компетенция; навыки говорения; коммуникативная группа; принципы обучения говорению; коммуникативные техники.

Стаття присвячена аналізу процесу формування навичок говоріння шляхом використання спеціальних комунікативних технік на уроках англійської мови. У статті описуються принципи і шляхи формування навичок говоріння, а також обґрунтовується методика використання комунікативних технік, зокрема таких, як дискусія, рольова гра, імпрровізація і дебати. У процесі дослідження виявлено, що комунікативні види діяльності сприяють формуванню навичок говоріння. Кожен з цих видів мовленнєвої діяльності має свої особливості формування. Головна мета навчання іноземної мови полягає у формуванні в учнів комунікативної компетенції, базою якої є комунікативні вміння, сформовані на основі мовних знань і навичок. Мовленнєва компетенція полягає в оволодінні чотирма видами вмінь: аудіювання, говоріння, читання та письмо. Говоріння - усний продуктивний вид мовленнєвої діяльності, який може бути підготовленим і непередготовленим. Аудіювання - усний рецептивний вид мовленнєвої діяльності. Читання - письмовий рецептивний вид мовленнєвої діяльності, який включає техніку читання і розуміння того, що читається. Письмо - писемний продуктивний вид мовленнєвої діяльності, який виступає засобом навчання. Комунікативна компетенція розглядається як здатність здійснювати мовленнєву діяльність через реалізацію комунікативної, мовленнєвої поведінки на основі фонологічних, лексико-граматичних, соціологічних і країнознавчих знань та навичок відповідно до різноманітних завдань і ситуацій спілкування. Метою навчання англійської мови учнів є формування професійно спрямованої комунікативної компетенції. Складовою частиною комунікативної компетенції є лексична компетенція. Сучасні методичні дослідження вказують на можливості нових освітніх технологій і методів, які слід використовувати у руслі комунікативного методу навчання. Провідний принцип комунікативного методу навчання - навчання у колективі і через колектив - забезпечує активну мовленнєву взаємодію всіх учасників навчального процесу, тобто інтерактивність.

Ключові слова: навчання говорінню; комунікативна компетенція; навички говоріння; комунікативна група; принципи навчання говорінню; комунікативний метод, комунікативні техніки, інтерактивність.



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