закономірно орієнтується на європейські стандарти та вимоги, забезпечуючи конкурентоспроможність цієї сфери на міжнародній арені.

Можна стверджувати, що Україна у проведенні освітньої політики цілком закономірно орієнтується на європейські стандарти та вимоги, забезпечуючи конкурентоспроможність цієї сфери на міжнародній арені.

Література

1. Бергельсон М. Б. Мовні аспекти віртуальної комунікації / М. Б. Бергельсон // Вісник МГУ. Лінгвістика і міжкультурна комунікація. – 2002. – № 1. – С.55–67.

2. Методика навчання іноземних мов у загальноосвітніх навчальних закладах: підручник / Л.С. Панова, І.Ф. Андрійко, С.В. Тезікова / Л. С. Панова// Наукові записки. – Серія: Філологічні науки. Збірник наукових праць. – 2009. – №81. – С. 141 – 146.

3. Кондратюк Т. Інноваційні технології/ Т Кондратюк. – Харків: Фоліо, 2006. – 355 с.

4. Baron N. C. Always on: language in an online and mobile world / N. C. Baron // Oxford: Oxford University Press. – 2008. – P. 19 – 22

УДК 802.0:37-5

TELYCHKO NATALIA, VLAD ANISHORA
Mukachevo State University

THE ROLE OF SPEAKING ACTIVITIES IN DEVELOPING COMMUNICATIVE COMPETENCE

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.

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 [2].

The contemporary methodology pays much attention to the problems of the development of speech skills. The problems of teaching dialogical speech, its features and types, typologies of exercises for the development of dialogical speech of schoolchildren, and the selection of tasks have been investigated Z.V.Malylyk, S.Yu. Nikolaeva, R.P.Milroyuda, G. V. Rogovoy, V. L. Skalkin, N. K. Sklyarenko, V. L. Starkov, M. Lifts and other methodologists.

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 [5].

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 [3].

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 [1].

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. 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).

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 [4].

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. 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.

References

1.Bazhenova, L.V. (2002). Motivacyya professional`nogo samovospitaniya uchitelya. Programma lichnostnogo orientirovannogo treninga [Motivation of professional teacher self-education. The program of personal oriented training ]. *Praktychna psyxologiya ta social`na robota - Practical psychology and social work*, 1, 36-38 [in Russian].

2. Bedevel'ska, M.V. (2015). Formuvannya pedagogichnoyi majsternosti majbutnix uchyteliv inozemnoyi movy na zasadax kompetentnisnogo pidxodu [Formation of pedagogical skills of future teachers of a foreign language on the basis of a competent approach], *Candidate's thesis* : Khmelnitsky [in Ukrainian].

3. Grynova V. M., Zolotuxina S. T. & Balbenko S. Yu. (2006). Pedagogichna majsternist` uchytelya [Pedagogical skills of the teacher]. (Vol 2), Kh. : OVS [in Ukrainian].

4. Red`koV. G.,Fedusenko Yu.I. & Tely`chko N.V. (2010). Navchal`no-igrova diyal`nist` na urokax inozemnoyi movy u pochatkovij shkoli [Educational activities at foreign language lessons in elementary school]. Mukachevo : Karpats`ka vezha [in Ukrainian].

5. Telychko, N. V. (2014). Teoretychni i metodychni zasady formuvannya osnov pedagogichnoyi majsternosti majbutnix uchyteliv pochatkovyx klasiv [Theoretical and methodical

principles of forming the foundations of pedagogical mastery of future teachers of elementary school], *Doctor's thesis,* Vinnycya [in Ukrainian].

TELYCHKO NATALIA, MACHUZHAK ULYANA
Mukachevo State University

TOWARDS THE STRUCTURE OF POLITICAL SPEECHES

Taking into consideration the fact that political discourse is a linguistic notion, as any type of text, it has its peculiarities on the structural level. The object of our practical research is institutional oral political discourse. Hence, we will concentrate on analyzing its structure.

As this type of political discourse is a special form of oratory, the main requirements of the structure of speech should be considered.

Ancient Greece was the place where orators and their speeches first became the subject of scientific research. Therefore, the analysis of the structure of political discourse should start from this period.

In times of Antiquity, there was a strict scheme of organizing material in a speech. The following parts can be traced here:

1) Introduction (*proojmion, premium* or *exordium*);
2) layout (*narratio*);
3) substantiation (*tractatio* or *probatio*);
4) refuting the opponent's arguments (*refutatio*);
5) conclusions (*peroratio*) [2, p. 78].

In its simplified variant, this structure can be characterized as the one having three basic parts: the introductory part, the main layout and the conclusions [5 p. 54].

The introductory part is the first element of a public speech. Its task is to get the listeners psychologically acquainted with the mood of the speech, to introduce the content and to make perception easier. Introduction is extremely important for every orator as it helps to get in contact with the audience and to create the atmosphere of trust between the speaker and the audience, to trace the connection with the up-to-date tendencies of social life, to set the aim, the goals and introduce the issue under discussion to the listener.

The introductory part differs from one speech to another as it encourages the speaker's creative approach. Still, there are some typical elements that are peculiar to the introductory part of a speech. They are as follows: speaking to the audience; introductory communicative part is predetermined by the structure of speeches; introductory communicative part is predetermined by the situation [1, p. 41].

The main layout is the longest part of the speech. Its aim is to provide the arguments as a chain of thoughts and ideas and convince the listeners of their being worthwhile.

The main layout has several micro-topics – elements which are contextually and structurally complete and have similar points. Although each of the micro-topics has its own subtopic for discussion, all of them are connected and contribute to the

МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26
тел./факс +380-3131-21109
Веб-сайт університету: **www.msu.edu.ua**
E-mail: **info@msu.edu.ua**, **pr@mail.msu.edu.ua**
Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: **http://dspace.msu.edu.ua:8080**
Веб-сайт Наукової бібліотеки МДУ: **http://msu.edu.ua/library/**