

*L. O. Popova, SI "Luhansk Taras Shevchenko National University"*

## **THE FORMATION OF STUDENTS' SPEAKING COMPETENCE ON THE PRINCIPLES OF CONSEQUENCE AND PERSPECTIVITY**

Popova L. O.

The Formation of Students' Speaking Competence on the Principles of Consequence and Perspectivity

The article reveals the ways of implementing the principles of consequence and perspectivity during the students' speaking competence formation. Having observed the Ukrainian linguistics scientific works, the author concludes that the formation of students' speaking competence on the principles of consequence and perspectivity will be efficient upon several conditions. The content of the lessons should be balanced and correspond the current program of the Ukrainian language; the didactic material should be oriented towards the intellectual development of each student and their readiness for the next step of the educational program. The level of current speaking competence should be taken into account while planning a speech development system. It is advisable to get students prepared for communication activity from the fifth year, using effective forms, methods and teaching techniques and provide necessary knowledge and skills that will form the basis of the speaking competence. It is determined that the main ways of implementing the principles is the relationship between the mastery of philological terms and the formation of speaking skills from year to year. Secondly, the coherence of educational tasks in the formation of speaking competence during Ukrainian language and other subjects studying. It is important to take into account that the language skills and knowledge are the basis for the formation of speaking skills, getting the speech activity experience, being aware of the meaning of language as a value; the choice of methodically expedient methods and means of improving speech skills and skills of students, etc.

*Key words:* the principles of consequence and perspectivity, speaking competence, philological terms, text.

Modern social requirements lead to a modification in the vector of the current language education and focus on the preparation of a secondary educational establishment graduates. Not only do they know the Ukrainian language, but also they are focused on the concrete result of its usage, are able to represent themselves by the means of language and they are sure that the perfect language proficiency is

the key to their life and professional becoming, are keen to speech self-improvement. Consequently, the result of the Ukrainian language teaching process in the secondary education institutions should not be only the amount of knowledge, but the development of a linguistic person who can independently build their life, be responsible for their own language actions. At the same time, "the value of knowledge is determined by the extent to which they are important for a particular person, which means giving the student full freedom of their learning" [5, p. 28]. Students should be aware that a certain set of particular linguistic knowledge will provide them with all the necessary language skills, vital for every person throughout their life. This statement emphasizes the opinion expressed by the linguodidactics scientists: "... the linguistic competence of a person (knowledge of basic linguistic concepts, basic information from different sections of linguistics; basic lexical, grammatical, stylistic, orthoepic, spelling skills; internal need to study Ukrainian as a native, state language; understanding of figurative-expressive possibilities of language; ability to penetrate internally into the meaning of didactic text; ability to carry out various types of linguistic parsing; knowledge of the rules of speech etiquette of Ukrainians and expressions of folk wisdom spine, the experience of self-substantive work such as teaching and learning, analytical, synthetic and others.) is the basis of speaking skills, and therefore they have to be formed interactively " [6, p. 38 – 39]. Language skills and knowledge are the basis for the formation of speaking skills, for the experience of speech activity, for the realizing of the value of language. Thus, linguistic competence is the basis for the development of speaking competence.

The problem of the students' speaking competence formation is highlighted in the works of N. Golub, O. Goroshkina, T. Gruba, T. Donchenko, S. Karaman, O. Kucheruk, A. Nikitina, M. Pentiluk, G. Shelehova and others. The scholars not only convincingly proved the importance of speaking skills formation, but also established the scientific and practical foundations for further theoretical and practically oriented studies. In spite of the fact that the issue has been disclosed in different aspects, we consider it essential in our scientific research to address the

problem of forming the speaking competence of students on the principles of consequence and perspectivity.

**The purpose of the article** is to determine the ways of implementing the principles of consequence and perspectivity in the formation of students' speaking competence.

The scholars (O. Goroshkina, M. Pentilyuk, G. Shelekhova, etc.) consider the speaking competence of students to be a complex term that encompasses a system of skills (the ability to perceive, reproduce and create oral, written monologue and dialogical expressions of different types, styles and genres of speech), as well as readiness to solve problems of personal and social kind. At the same time, particular studies show that students are not always able to prepare a monologue statement, which is based on the reproduction of educational information. Sometimes they can't correctly and quickly get the necessary material while listening and reading, separate the main thing from the secondary, they don't know the ways how to record the heard and read information (complex plan, abstract, summary, etc.) [12, p. 19]. In addition, the amount of information perceived by the students is constantly increasing, but they can't always be properly oriented in the information flows highlighting the actual, essential and necessary points. They can't make the structure and systematize the information for further representation in their own statement. Therefore, the task of a teacher and philologist is to develop such a complex of exercises and tasks, which will not only help to realize the purpose of the current program of the Ukrainian language, but also develop the skills that will form the basis for successful life and professional fulfillment. It should be an impulse for the further speaking self-improvement of pupils. All of the previously mentioned confirms the correctness of the idea to form the speaking competence of the students taking into account the principles of consequence and perspectivity.

The indicated principles take one of the leading place in didactics. They enable the learning process to be continuous, because it is possible to master the subject only with the knowledge of the internal logic of the subject itself. It can be realized during the purposeful training, if it is carried out under a certain system, for a gradual

expansion and the complication of the information learned before, providing the bases to master the educational material at the next stages [7].

The main aspects of the principles of consequence and perspectivity during the study of the Ukrainian language and their implementation are disclosed in the works of O. Bozhko, M. Vasylenko, O. Glazova, G. Koritskaya, A. Lyashkevich, L. Mamchur, M. Pentiljuk, K. Plisko and others. Having analyzed their scientific studies, we have identified the leading characteristics of the didactic principles of consequence and perspectivity. They are: the relationship of previously acquired and new knowledge, acquired skills and their complexity, generalization and deepening; interconnection of the previous and the next educational material; establishing a connection between the stages of Ukrainian language learning; taking into account the prospects of students developing the skills necessary for their personal development and further socialization. We have remarked that among the linguistic scholars there is no consistent approach to the interpretation of these principles. They are considered as two separate principles of teaching, respectively, the principle of consequence and the principle of perspectivity, and as one common principle, the principle of consequence and perspectivity. We consider these views, while in our study we will use the notion of "principles of consequence and perspectivity" as they also ensure the interconnection between all levels of language education – primary, secondary and higher – and the continuous process of forming the speaking competence of students.

The speaking competence formed on the principles of consequence and perspectivity is based on the speaking scientific terms, systematically learned by the students. It can be carried out in the following sequence: (1) awareness of the main features of the concept – (2) their mastering during the analysis of texts of different genre and style affiliation – (3) obtaining further information about the mastered concepts – (4) enclosed systematization of knowledge – (5) mastering the new language studies, based on the already obtained intrinsic features of a certain concept. We will explain the following sequence with an example:

(1) awareness of the main features of the notion "speech styles" ("Oral and written forms of the text (statements)", the 5-th form);

(2) mastering the style and stylistic features of texts during the analysis of the statements ("Text content and compositional unity, connectivity of the text," "Types of speech: narrative, description, reflection, evaluation of an object (phenomenon), etc. (the 5-th form);

(3) further learning during the revision of the topic "Styles of speech" (6-th, 7-th forms), a detailed study of the general and linguistic features of individual speech styles (scientific, official and business (6-th form), journalistic style (7-th form)), expositions and compositions defined by the current program;

(4) enclosed systematization of students' knowledge about styles of speech in 8 – 9-th forms during the implementation of various types of creative works. For example: "The summary of the scientific and educational text", "Interview in a journalistic style", etc. (8-th form); "Detailed written retelling of the text of a journalistic style with creative tasks," "Composition in the journalistic style of broadcasting on a public topic," "CV", etc. (9-th form).

Such sequence in the formation of students' speaking skills is embodied in the current programs. It focuses on the gradual mastering of the speaking concepts within 5–9-th forms, but at the same time they "do not duplicate, their study involves a gradual mastering, refinement by including the concept in more elaborate relationships - its content and a diversified form are enriched" [1, p. 2].

One of the main ways to form students' speaking competences is the text. In the scientific studios of the Ukrainian scholars, the stages of work with the text are highlighted on both kinds of lessons, the aspect lessons and the lessons of speech development. In our opinion, it is the very basic stages of working with the text, when the consequence and perspectivity are taken into account. It is the observation and comprehension of the text characteristics; elucidation of the topic and the main idea of the statement, the definition of structural features, linguistic means that promote the implementation of the communicative goal (comparative characteristic of syntactic structures and intonation). The next is the partial change of the text, the

comparison of the existing linguistic means and their synonymous with the conclusion on expediency or in expediency of the author's choice (observing the peculiarities of the individual style at the level of lexical, phrase logical means). Also the admittance of individual components to clarify their content and stylistic role (analysis of stylistic shades of the synonyms, antonyms, their motivated selection in the text, the selection of words to the dictionary dialect vocabulary, the rationale for the lexical choice of the title). The final stage of work can be to create their own text - the reproduction of the content of some fragments, the introduction of an additional microtheme, subordinate to the main theme, the use of other arguments, the creation of a text of this kind [3, p. 110; 4]. For example, in the lessons of speech development, the 5-th year students study the peculiarities of monologue and dialogue, types and styles of speech, while obtaining the information on syntax and punctuation on aspect lessons. To find out the peculiarities of syntactic means of language students can be offered to analyze the texts of literary and scientific style of narration and description, noticing the speech design of the text. It means to define the topic and the main idea of the text and to predict the general nature of the statement on its bases; to analyze the stylistic and typological features, to describe the situation of communication. Exercises based on the text-model should combine the tasks of reproductive and creative nature and include individual performance by students. The revision and generalization of adopted knowledge at 6 – 7-th forms and the study of the syntax at the 8th form should be the logical continuation of such work. The basic knowledge on the linguistic units functioning in texts of different style obtained in the fifth form will be the starting point for the further pupils' knowledge improving.

To realize the principles of consequence and perspectivity it is appropriate to pay attention to the quality of vocabulary the students have. So in the process of texts-models analysis it is essential to pay special attention on the vocabulary work, because it is important for student to assimilate the word in all its diversity of meanings, to master the metaphorical usage. While analyzing the text the students distinguish words that contain the main idea, convey the subject of the statement, indicate the type and style of speech, evaluate the use of linguistic means. Such tasks

will make students to aware the essence of speech science concepts that are necessary for assimilating the norms and rules of constructing statements. They will help to understand the general and linguistic features of styles, types and genres of speech, to draw students' attention to the internal (content) and external (structural, grammar) organization of the text. It will enable the formation of skills needed for textual understanding and text creation. Creative tasks for texts will intensify the productive speech activity of students, which will lead to realizing the relationship between the meaning of the word and its role in the text.

Having analyzed the scientific works of Ukrainian linguistic scholars (O. Bozhko, L. Mamchur, K. Plisko, M. Pentiluk, etc.), we came to the conclusion that the formation of students' speaking competence on the basis of consequence and perspectivity will be effective under following conditions. Firstly, the content of the lessons should be balanced and consistent with the current Ukrainian language program. Secondly, the didactic material should be oriented towards the intellectual development of students and their preparation for the next step of the educational program. Finally, the starting level of the previously acquired language competence must be taken into account while planning the further work on speaking development. It is advisable to prepare students, from the fifth form, for communication in the future, providing them with all the necessary knowledge and skills that will form the basis of the language competence; to use effective forms, methods, techniques and means of learning [8; 9; 10; 11].

Therefore, the principles of consequence and perspectivity play a leading role in the process of forming the students speaking competence. The main ways of their implementation are the interconnection between the mastery of speech science concepts and the formation of students speaking skills from year to year. The level of students speaking competence formed before should be taken into account while planning further training. It is essential to coordinate the educational tasks in the formation of speaking competence while studying the Ukrainian language and other subjects. Language skills and knowledge are the basis to form the speaking skills, to obtain the experience of speech activity, to be aware of the meaning of language as a

value. The choice of methodically expedient methods and means of improving speaking of students should be carefully made. The development of didactic material for forming the subject and key competences of students in Ukrainian lessons is considered to be the prospective direction of the research.

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Попова Л. О.

Формування мовленнєвої компетентності учнів на засадах наступності й перспективності

У статті розкрито шляхи реалізації принципів наступності і перспективності у формуванні мовленнєвої компетентності учнів. На основі вивчення наукових праць українських лінгводидактів автор доходить висновку, що формування мовленнєвої компетентності учнів на засадах наступності й перспективності буде ефективним за умови, якщо зміст уроків мусить бути збалансованим і відповідати чинній програмі з української мови; дидактичний матеріал повинен бути зорієнтований на інтелектуальний розвиток кожного учня і на підготовку його до наступного кроку освітньої програми; рівень набутої раніше мовленнєвої компетентності обов'язково слід урахувувати під час планування системи роботи з розвитку мовлення; доцільно готувати учнів, починаючи з п'ятого класу, до комунікації в майбутньому, забезпечуючи оволодіння необхідними знаннями, вміннями і навичками, які становитимуть основу мовленнєвої компетентності; використовувати ефективні форми, методи, прийоми і засоби навчання. Визначено, що основними шляхами реалізації принципів є взаємозв'язок між опануванням мовленнєвознавчих понять і формуванням мовленнєвих умінь і навичок учнів від класу до класу; узгодженість навчальних завдань у формуванні мовленнєвої компетентності під час вивчення української мови й інших предметів; урахування того, що мовні знання і вміння є основою для формування мовленнєвих умінь і навичок, набуття досвіду мовленнєвої діяльності, усвідомлення значення мови як цінності; вибір методично доцільних методів і засобів удосконалення мовленнєвих умінь і навичок учнів та ін.

*Ключові слова:* принципи наступності і перспективності, мовленнєва компетентність, мовленнєвознавчі поняття, текст.

Попова Л. А.

Формирование речевой компетентности учащихся на основе преемственности и перспективности

В статье раскрыты пути реализации принципов преемственности и перспективности в формировании речевой компетентности учащихся. На основе изучения научных трудов украинских лингводидактов автор приходит к выводу, что формирование речевой компетентности учащихся на основе преемственности и перспективности будет эффективным при условии, если содержание уроков будет сбалансированным и соответствовать действующей программе по украинскому языку; дидактический материал должен быть ориентирован на интеллектуальное развитие каждого ученика и на подготовку его к следующему шагу образовательной программы; уровень приобретенной

ранее речевой компетентности обязательно следует учитывать при планировании системы работы по развитию речи; целесообразно готовить учеников, начиная с пятого класса, к коммуникации в будущем, обеспечивая овладение необходимыми знаниями, умениями и навыками, которые составят основу речевой компетентности; использовать эффективные формы, методы, приемы и средства обучения. Определено, что основными путями реализации принципов является взаимосвязь между освоением речевых понятий и формированием речевых умений и навыков учащихся от класса к классу; согласованность учебных задач в формировании речевой компетентности при изучении украинского языка и других предметов; учета того, что языковые знания и умения являются основой для формирования речевых умений и навыков, приобретение опыта речевой деятельности, осознание значения языка как ценности; выбор методично целесообразных методов и средств совершенствования речевых умений и навыков учащихся и др.

*Ключевые слова:* принципы преемственности и перспективности, речевая компетентность, речевые понятия, текст.

#### Information about the author

*Liudmyla Oleksandrivna Popova*—Candidate of Pedagogical Sciences, Associate Professor of the Ukrainian Language Department of the State Institution "Luhansk Taras Shevchenko National University" (the city of Starobilsk). The sphere of scientific interests: topical issues of Ukrainian language teaching methodology.

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