



FORMATION OF FOREIGN LANGUAGE SPEECH COMPETENCE OF STUDENTS

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ABSTRACT	KEY WORDS
The article reveals modern requirements for the formation of foreign language speech competence of students in the modern education. It is concluded that the importance of the ability to conduct oral communication in a foreign language.	modern education, English language, speech competence, ability, pedagogical skill, innovative approach.

Process of globalization, students have access to a wide range of freely accessible foreign language educational portals and communication channels for communicating with peers around the world. The general trend towards mediated communication, namely the ability to communicate at a distance using gadgets, blogs, social networks, greatly simplifies the process of intercultural communication, eliminates the need for physical presence next to the interlocutor in another country, and also reduces the factor of psychological stiffness of interaction with a representative of another culture in a foreign language. Thus, having opportunities and incentives for communication, the goal of mastering a foreign language - the main tool for using the resources available to them - becomes important for students.

According to the requirements of the number of subject results of mastering foreign language teaching programs at the university, one of the fundamental roles is occupied by the formation and improvement of foreign language communicative competence. From the standpoint of the competence approach, the modern educational process is focused on the development of key competencies by students, which implies not only their knowledge of a certain amount of theoretical material, but also an understanding of its practical orientation, in other words, "knowledge in action".

In the methodology of teaching a foreign language and in educational standards, the concept of "foreign language communicative competence" includes the following components:

- speech competence - the ability to plan and implement speech behavior in all types of speech activity;
- language competence - mastery of language means: phonetic units, grammatical forms and vocabulary;
- socio-cultural competence - knowledge of the culture of the country of the language being studied, the correct use and understanding of nationally labeled units, the choice of an acceptable communication style for the situation;

- compensatory competence - the ability to get out of the situation of language deficit;
- educational and cognitive - the development of skills for independent implementation of cognitive activity.

All these competencies, being integral parts on the way to achieving educational goals, are aimed at fulfilling practical tasks within the framework of implementing a competence-based approach in teaching foreign languages. Thus, the listed competencies characterize the component composition of foreign-language communicative competence, which I.L. Bim defines as the ability and willingness to successfully carry out foreign-language interpersonal communication with native speakers.

Due to the multicomponent nature of a foreign language communicative competence, its level can only be determined by the interrelated development of all its constituent competencies simultaneously. In this regard, teaching a foreign language should follow the principle of interrelated development of aspects of foreign language culture and all types of speech activity.

Among all the presented components of communicative competence, one of the key roles in the development of students' ability to communicate in a foreign language and achieve mutual understanding with native speakers is played by the formation of students' speech competence. It is a key one, since it directly provides speech activity as a basis for solving a communicative task. Such a conclusion can be made by analyzing the concept of speech competence. In view of the variability of definitions, let us consider the dictionary definition of E.G. Asimov and A.N. Shchukina: speech competence is "the possession of ways of forming and formulating thoughts through language and the ability to use such methods in the process of perception and generation of speech." In a generalized sense, speech competence means the functional use of speech in oral and written form to solve the communicative tasks of foreign language communication. Of all the components of foreign language communicative competence, speech competence is the most significant part of it, since it determines the student's speech skills for practical speech activity. Thus, speech competence is the core of foreign language communicative competence, which determines the level of development of a secondary linguistic personality.

The structural essence of speech competence is reduced to four components of speech activity: its receptive types (listening, reading) and productive (writing, speaking). Students should be able to perform the necessary speech actions acceptable for the conditions of the speech act, as well as correctly interpret the intentions and responses of the communicant.

As part of the speech competence, the following components can be distinguished:

- knowledge of the speech register, speech strategies and rules of speech behavior as a socio-cultural component, skills of non-verbal behavior (for example, sign language);
- possession of the necessary skills that form the basis for reading, writing, listening, speaking. For example, writing requires graphic, grammatical and lexical skills, while speaking requires pronunciation, lexical and grammatical skills.;
- speech skills directly as the ability to generate, perceive and interpret coherent utterances in all four types of speech activity;
- identification and correction of speech errors.

In our opinion, it is also necessary to mention the fifth, axiological component, integral to the competence approach. This aspect includes the attitude of students to speech activity as a tool for the development of personal qualities and cognitive abilities, a source and method of cognition of values and the surrounding world.

The correctness of speech behavior and the solution of a communicative task in the process of foreign language communication is determined by the formation of all these components of speech competence in their totality. It is speech competence that largely determines the level of foreign language proficiency, which once again emphasizes its importance in the formation of foreign language communicative competence.

The result of students mastering speech competence is based on their achievement of requirements. At the stage of basic general education, students must reach the pre-threshold level of foreign language proficiency. The requirements for the level of training of university graduates include the achievement of certain skills for each type of speech activity. The subject content of speech in all four types touches on topics related to:

- interpersonal relationships of the student (in the family, with friends);
- leisure activities and hobbies (sports, music, cinema, theater, discos, cafes, fashion);
- student life (both the disciplines studied and the problem of subsequent employment, the role of a foreign language);
- the countries of the language being studied and their own country, cross-cultural similarities and differences;
- nature and ecology, healthy lifestyle.

A single set of skills provided by the developed sample programs in the discipline "Foreign language" allows students to achieve subject results, which includes not only the formation and improvement of foreign language communicative competence, but also the expansion of linguistic horizons, mastering the general speech culture.

Accordingly, as a result of training in all four types of speech activity, students should achieve a designated level of skills, since each type of speech activity in the process of learning a foreign language can be both a direct goal of learning and a means of teaching some other type of speech activity. An insufficient level of proficiency, for example, in reading skills can complicate the process of training listening skills, since the student will not be able to familiarize himself with the task through reading in the allotted time. In other words, the lack of a proper level of knowledge, skills and abilities within any of the aspects of speech competence significantly lowers the overall level of foreign language proficiency, does not allow the full use of a foreign language as an instrument of intercultural communication.

Developing his own methodology of teaching a foreign language by reading in the 60s of the XX century, he said that the teaching of speaking should be transferred to the final stages of teaching a foreign language with a sharp reduction in the number of the group. He justified this way of mastering oral speech by the fact that listening comprehension and understanding of the written text is much easier than the oral expression of thoughts, which means that reading and listening can and should serve as a kind of practically significant basis for the subsequent development of speaking.

Today, it is not necessary to travel to the countries of the language being studied for these purposes. Modern audio and video communication technologies allow students to communicate with native speakers without interrupting their studies while in their hometown. It is natural that the social order of society includes the need to prepare schoolchildren for the dialogue of cultures. Thus, having both incentives for communication and available ways of its implementation, students can only acquire the necessary knowledge, skills and abilities, as well as extralinguistic knowledge for the implementation of intercultural communication in the learning process.

Achieving the intended results is impossible to imagine without mastering the ability of monologue and dialogic speech. As can be seen from the sample programs, speaking involves many more different types of skills and abilities compared to other types of speech activity. This is largely due to the fact that speaking is the key skill for successful participation in real communication. Passov, talking about the communicativeness of foreign language education, identifies these two concepts, saying that "by teaching language, we teach communication," and it is speaking that should prevail in the learning process, which boils down to communication in the classroom between teacher and students.

A sufficient level of development of the speaking ability demonstrates directly functional mastery of the language, achievement of the level of proficiency set by the training program. Speaking implies participation in real-time communication with its inherent characteristics, such as automatism, spontaneity, linearity, priority. In the process of an unprepared dialogue, for example, in a very short period of pause between replicas, the speaker has mental activity associated with determining information through speech hearing, attention, prediction, memory, etc. Due to the complexity of the process of oral speech and oral foreign language interaction, the ability to speak can be considered the most difficult type of speech activity to assimilate.

Thus, the importance of the ability to conduct oral communication in a foreign language is indisputable for the full formation and development of foreign language communicative competence, because the skills of oral foreign language speech directly determine the further ability of students to competent foreign language communication. The complexity of the speaking process as such and the difficulties of mastering the skills and abilities necessary for this indicate the need to pay special attention to the educational process in general and to teaching speaking in particular.

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