



DEVELOPING ORAL COMMUNICATION SKILLS IN ENGLISH CLASSES FOR PUPILS AT SCHOOL

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Abstract *This article examines several approaches to developing speaking skills using auditory texts. It provides examples of tasks for teaching foreign language speech, taking into account functional types of dialogue and monologue. The article focuses on developing oral communication skills in English classes for students majoring in non-linguistic subjects, using an auditory text. The importance of mastering and using oral communication in the professional sphere is emphasised. Various methods and approaches aimed at effectively teaching oral communication are analysed, such as listening to audio materials, listening with subsequent repetition and self-assessment, group discussions and role-playing. It also explores the potential of modern technologies, such as audio and video recordings and online resources, to enhance the learning experience. The study provides recommendations for developing the oral communication skills of non-linguistics students using an auditory text.*

Keywords: *communication-oriented teaching, oral communication skills development, communicative competence, functional type, principles of teaching foreign language speech.*

Introduction

Speaking is one of the skills that develop students' communicative competence, along with listening, reading and writing. The problem of teaching speaking to students in non-linguistic majors has always been the focus of research in the field of foreign language communication teaching methods, and remains relevant today.

Various aspects of speech competence development, particularly speaking skills development, have been examined by E. I. Passov (Passov, 1989), A. A.

Alkhazishvili (Alkhazishvili, 1988), G. A. Kitaygorodskaya (Kitaygorodskaya, 1988) and R. P. Milrud (Milrud, 2005), among other foreign language teaching method researchers.

This study aims to examine the effectiveness of developing oral speech skills using authentic audio texts, and to provide recommendations for implementing this approach in foreign language classes.

The aim of teaching foreign language communication is to develop competence in four types of speech activity: speaking, listening, reading and writing.

In this study, we focus on developing speaking skills, so we consider exercises for developing both dialogic and monologue speech.

The methodology defines the following stages of dialogic speech training: teaching replication; teaching the construction of dialogic units; teaching the construction of microdialogue; and teaching expanded dialogic utterances of a specific functional type (Passov, 1989).

The stages involved in teaching monologue speech are: teaching the combination of speech patterns into a supra-phrasal unity; teaching monologue utterances at the supra-phrasal level; and teaching monologue utterances at the textual level. The selection of exercises for developing speaking skills is determined by the learning stage of this type of speech activity (Passov, 1989).

Research materials and methods

This study examines several approaches to developing speaking skills based on authentic audio texts. Teaching listening and developing the ability to understand speech by ear requires specially designed exercises to ensure students acquire speech and listening skills.

To achieve the goals of teaching speaking, we primarily propose conventional speech exercises designed in accordance with the principles of communication-oriented teaching of foreign language communication: situationality, functionality

and speech activity. Speech exercises can be used at the preparatory stage to develop grammatical, lexical and phonetic skills.

Consider, for example, the exercises suggested for studying the conversational topic 'Travel and Transportation'. The goals of these exercises are:

1. Developing monologue skills at the supra-phrase level.
2. Developing skills in constructing monologues at text level.
3. Developing skills in constructing micro-dialogue.
4. Developing skills in constructing extended dialogic statements.
5. Developing skills in dialogic/monologue speech in a given communicative situation.
6. Developing skills in spontaneous, proactive speech.

Results and discussion

In each lesson, the practical objectives are clarified, taking into account the functional type of dialogue or monologue.

Exercise 1:

Students are given an authentic dialogue to listen to.

Pre-text exercises aim to develop students' vocabulary skills. The task requires students to explain or interpret lexical units. Understanding of the dialogue is assessed after the first listening, with students being asked to determine whether a given statement is correct or incorrect. After the second listening, students are given a task designed to develop their dialogic speaking skills, in which they answer questions posed in the exercise.

The next task aims to develop monologue skills. Students must recount a conversation with a customer of the travel agency on behalf of the agent. This is a simulated speech exercise incorporating elements of simulation. The practical objective is to hone the ability to construct a monologue at text level.

The functional type of monologue is narrative. One variant of this task is to discuss holiday plans on behalf of a travel agency client. In both cases, students can

construct the narrative independently or based on the exercise question, which will enable them to create a logical and coherent monologue.

Exercise 2:

For the listening exercise, students are given an authentic text in the form of a polylogue between four speakers discussing their holiday plans. Pre-text exercises aim to develop phonetic and lexical skills. During the first listening, students write down words or phrases with similar meanings to those suggested. In the second part, they fill out a table with information about the speakers' preferences, plans and reasons for choosing their holiday destination. After a second listening session aimed at obtaining more detailed information, students are asked to talk about each speaker's plans and comment on their preferences and reasons for choosing their holiday destination.

This is a simulated speech exercise. The practical goal of this exercise is to develop the ability to construct a monologue at text level. The functional type of monologue is a message monologue with elements of reasoning. One variation of the task involves announcing holiday plans on behalf of one of the speakers, incorporating reasoning about the interlocutors' plans.

Exercise 3:

In this exercise, students listen to several monologues about attitudes towards sea voyages. The pre-text tasks aim to develop students' vocabulary skills by explaining words and phrases in English and finding words and phrases in the text that are explained in the exercise. Students' comprehension of the text is then assessed by a test task in which they identify the speaker being referred to in a given utterance.

Once they have completed the vocabulary development tasks and the test task, students are offered tasks to develop their monologue skills. Students then discuss the speakers' attitudes towards sea voyages. The functional type of monologue is a report and the exercise involves simulated speech.

One variant of this task involves sharing information about one's own relationships and preferences based on one of the five speakers. This type of monologue is a story with elements of simulation.

The type of exercise is speech.

Exercise 4:

By completing this exercise, students learn to understand an interview-style text in detail and construct a monologue based on it. Pre-text exercises aim to develop vocabulary skills, with students interpreting given words or phrases in English. Comprehension of the text is assessed using a multiple-choice test. This test can be used to develop dialogic speech skills, whereby students agree or disagree with their peers' choices and justify their own opinions. In this case, students engage in dialogic speech, which is a functional type of dialogue involving an exchange of thoughts. This is a speech exercise as students are not limited by communication conditions or the use of specific lexical or grammatical devices.

After completing the task, students reproduce what they heard on behalf of one of the speakers.

The practical objective of this task is to develop monologue skills at text level. In terms of communication skills, it is a speech exercise in which students can express their own attitudes and preferences, using vocabulary and grammatical structures at the teacher's discretion.

A monologue expressing one's own views can, under certain conditions, become a basis for engaging other students, allowing them to express agreement or disagreement, exchange opinions and impressions, ask clarifying questions and request justification.

Exercise 5.

At this stage, students listen to an excerpt from a radio programme about an extraordinary adventure on an aeroplane. They listen to the text and write down words and phrases, the definitions of which are provided in the table.

During the second listening, students complete the information. The practical goal of this exercise is to develop listening skills and achieve a detailed understanding of the text. Afterwards, students complete two tasks aimed at developing monologue skills.

The functional type of monologue is a story or message.

The first task involves creating a monologue in the form of a short message of 5–6 sentences. Students learn to convey the main content, topic, main idea and factual material of what they heard. The second task involves describing the events of the text in detail.

The practical goal is to develop monologue skills at the textual level.

The functional type of monologue is a description or message.

By completing this task, students will learn to produce monologues at the text level and distinguish between the different types.

Exercise 6:

At this stage, students listen to an excerpt from a radio programme giving advice to people planning to visit the UK. The pre-text exercises aim to develop vocabulary skills and deepen knowledge of word formation. Students are asked to create all possible word forms from the suggested ones by adding prefixes and suffixes.

They are also asked to explain the phraseological expressions and phrases in English. This task can be set as homework the day before using a monolingual dictionary. Understanding of the text is assessed using a test, in which students identify correct, incorrect and uncertain information.

The next task aims to develop monologue skills at the text level.

Students must comment on advice for people planning to visit the UK.

This type of monologue is called 'reasoning'. This is a speech exercise. Students are also asked to give their own advice about travelling to the UK. Here, they are encouraged to engage in unprepared, proactive dialogic speech where they can

express their thoughts and attitudes, as well as their agreement or disagreement, approval or disapproval, suggestions, denials and encouragement.

Completing the entire set of exercises enables students to achieve the teaching goals for second-year foreign language communication students, namely teaching them to construct a logical dialogic or monologue utterance of the appropriate functional type based on the text they listened to.

In conclusion, speaking skills can be effectively developed as part of students' communicative competence through specially designed tasks for teaching listening comprehension and dialogic and monologue speech based on the text they have listened to.

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