

дискусій, навчальних ігор, адаптуються розробки закордонних колег в галузі інтерактивного навчання, оскільки всім вже зрозуміло, що інтерактивне навчання одночасно забезпечує реалізацію навчально-пізнавальних, комунікативно-розвивальних та соціально-орієнтаційних завдань навчання [3].

Інтерактивні засоби у процесі вивчення іноземної мови професійного спрямування в сукупності тих інтерактивних форм та методів, засобів навчання, які найкращим чином забезпечують ефективне функціонування змісту навчання, відповідають інтересам на знання та час навчання здобувачів вищої освіти. Інтерактивні засоби у процесі вивчення іноземної мови професійного спрямування мають великий освітній та розвивальний потенціал, забезпечують максимальну активність здобувачів вищої освіти у навчальному процесі, оптимальний час навчання та результативність.

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ON THE CHALLENGES AND TECHNIQUES OF TEACHING LISTENING AND SPEAKING

Oral language is one of the most important skills students can master, both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers.

But students often feel that speaking in class doesn't really give them the skills they need in real life. Students call listening and speaking the biggest challenges partly because of the requirements of listening and speaking, partly because of the methods by which they are most often taught. This process, as usual, consists of language practice (answering the questions, correction of false elements in proposed statements, discussion, addition of statements, etc.) or training in grammatical material without interactive or training models.

It is important to realize that students need the following: practice in applying the language strategies of the native language, which are difficult to transfer to a foreign language automatically; understanding which style of speech should be chosen: official or colloquial in a certain situation, training in choosing; understanding that oral speech is different and simpler (abbreviated sentences, the use of specific vocabulary, slang) than written; the ability to cope with various audio situations; to be able to communicate in writing and verbally to maintain social interaction; to study models of real communication; to have good correct pronunciation, intonation and speed of speech; to have time to work out (tasks with explanations for speech).

These are some practical advice for teachers to make spoken language training more effective:

- transfer of language strategies of the native language to a foreign language. While preparing assignments, invite students to build on their native language strategies, e.g., «paraphrase» if someone did not understand what was said;

- official/colloquial language. Invite students to have a few short dialogues in which one of the participants speaks too formally/informally. Students first identify inappropriate speech, then try to correct it;

- non-literary language, slang. Using the text of informal dialogues, pay students' attention to the use of slang;

- interactive listening. Develop interactive listening exercises. The most common in life, but the one that is less often practiced in the classroom, is one-on-one listening. A teacher's conversation with students is also a form of «life listening»;

- transactional and interactional language. Explain the difference to students using the example of a dialogue in which two friends talk (interactional) in a café and order meals (transactional);

- models of interaction speech.(The simplest models: initiation, response, continuation).For example: A: What did you do last night? (initiation) B: Went to the cinema (answer) A: Oh really? (support, continued) What did you see? (initiation) B: Top Gun, Maverick. (answer) Have you been yet? (initiation) A: No, it's difficult with busy time (response, reaction) B: Yeah, of course (continued);

- understanding of oral speech. Encourage students to verbally summarize or otherwise discuss the information they hear. After listening to the material, give students the text of what they listened to. Students do phonetic exercises (setting stress in statements and stressed words, defining toning).Re-listening is for analysis;

- preparation and development. Before the oral presentation assignment, conduct training with students and work out the material necessary to complete the task. The simplest example of preparing for a language task can be the formulation of several key questions for the students:

How will you start the conversation?

What topics are you going to talk about?

How are you going to move from one topic to another?

How are you going to end the conversation?

After preparation, students play a «live performance» in front of the entire class or subgroup in front of another subgroup (if there are a large number of students in the group);

– the task is related to real life. Try to use material from real life as tasks for teaching speech.

In order to encourage students to speak teachers should practice shows that providing students with training and time to work out significantly increases the lexical material that they will use when completing the task. Without a doubt, the use of game moments to encourage students to use foreign speech in the communicative process is very effective. Suggest to students a situation and a few key phrases that should be used. Everyone gets points for using the necessary phrase. When organizing a discussion, a teacher can use cards with phrases or a drawing-display of a certain lexical unit (a more complex option). The cards are stacked in front of a group of students leading the discussion. When using a certain of the min his speech, the student takes the card for himself. The winner is the one with more cards. Of course, it is necessary to limit the speech of each student to time or number of sentences.

Students might need a guidance from a teacher to engage in conversations, so spark interactions whenever you can. It is necessary to ask questions, rephrase the student's answers, and give prompts that encourage oral conversations to continue.

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