

UDC 81'1:811.161.2 + 811.111

DOI <https://doi.org/10.52726/as.humanities/2023.1.5>

M. V. LUKIANCHUK

Candidate of Pedagogical Sciences,

Foreign Language Lecturer,

Municipal Higher Educational Institution "Lutsk Pedagogical College"
of the Volyn Regional Council, Lutsk, Ukraine

E-mail: mlukyanchuk@lpc.ukr.education

<https://orcid.org/0000-0002-0196-7737>

N. I. DZIAMULYCH

Methodist Lecturer,

Municipal Higher Educational Institution "Lutsk Pedagogical College"
of the Volyn Regional Council, Lutsk, Ukraine

E-mail: ndzyamulych@lpc.ukr.education

<https://orcid.org/0000-0001-9860-9348>

S. YE. VIRSTA

Methodist Lecturer,

Municipal Higher Educational Institution "Lutsk Pedagogical College"
of the Volyn Regional Council, Lutsk, Ukraine

E-mail: svirsta@lpc.ukr.education

<https://orcid.org/0000-0001-5507-5761>

**ORAL SPEECH AS AN OBJECT OF LINGUISTICS AND DIDACTIC RESEARCH
BY MEANS OF INTERDISCIPLINARY RELATIONS**

The problem of speech skills development, communication formation has always been and is one of the key ones in the education system. The increase in requirements for the quality and content of higher education in Ukraine is caused primarily by its integration into the world educational space, the emergence of innovative means of mass communication, the dynamic development of social relations, science, culture, and changes in economic life [Klymova]. The tendency to change knowledge-based education to competence-based one is caused by modern social requirements, as it requires the education of independent, proactive and responsible members of society capable of interaction. The competent approach is not only promising, but also focuses the main efforts of participants in the pedagogical process on creating an environment optimal for the student's personal self-realization.

The goal of learning a language is to communicate. Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. It is the glue that puts all the components of a language together [Novapedahohika].

Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; express and clarify their thoughts, feelings, and opinions. Listening and speaking skills are essential for interaction at home, at school, and in the community [College Santa María del Camino].

It acquires special importance in an integral combination with a communicative approach, which brings the educational process closer to real communication conditions. The formation of communicative competence will be more effective when using interdisciplinary connections. It is in the process of studying the Ukrainian and English languages that students have the opportunity to notice many commonalities, to find correspondences with other subjects, especially with literary reading, since language is a means of expressing opinions about objective reality, properties and regularities. The realization of interdisciplinary connections contributes to the scientific organization of the educational process and is a stimulating factor in learning Ukrainian and English languages. [Vasylieva, 2013: 16–22]

The practical implementation of forms of speech activity is facilitated by timely and sufficient learning of the main functions of the language. In order for speech to develop harmoniously and fully, it is necessary to systematically teach students four types of speech activities in a relationship (listening, reading, speaking, and writing) [Vovkotrub : 41].

The method of learning any language is the development of oral communication skills and abilities, the deepening of knowledge of oral and written, dialogic and monologic speech, the peculiarities of speech, determined by their communicative tasks and the communication situation.

The necessity of this study is due to the conceptual provisions in improvement of higher education's content and methods, which include linguistic training "students' acquisition of sufficient personal experience, a culture of communication and cooperation in various activities" [Novapedahohika]. In the scientific community, this theory has evolved from a focus solely on personality changes to a more complex understanding/interpretation of this concept, which encompasses a multifaceted social context ("literate society") [Lukianchuk 2019].

Key words: language, speech and speaking, oral communication skills, literacy, education.

The relationship between language and thought have been discussed and investigated by a broad range of scientists including linguists, philosophers, cognitive scientists, psychologists, and anthropologists. Language is a symbolic tool that we use to communicate our thoughts as well as represent our cognitive processes. Language is the mirror of thinking, and it is one of the ways in which we communicate our rich cognitive world. As Wittgenstein suggests, we may see the world within the boundaries of our language, and we think that way. Therefore, we can argue that the language we speak not only facilitates thought communication but also shapes and diversifies thinking [Koç University].

The problem of speech development has always been and is one of the most important in the education system. The increase in requirements for the quality and content of higher education in Ukraine is caused primarily by its integration into the world educational space, the emergence of innovative means of mass communication, the dynamic development of social relations, science, culture, and changes in economic life [Klymova].

It is generally known that an important function of speech is the function of communication, the task of which is communication, which is the content of our study.

By focusing on the three pillars of oral communication (listening, reflecting and speaking) when learning a new language or native, you accelerate the process because you are doing.

Edgar Dale, an American educationist, created "The Cone of Experience" (Diagram 1). It is a model that incorporates several theories related to instructional design and learning processes. During the 1960s, Edgar Dale theorized that learners retain more information by what they "do" as opposed to what is "heard", "read" or "observed" [College Santa María del Camino].

The linguistic basis of the research is laid in works from various branches of modern linguistics: general and specific linguistics (S. Yermolenko, K. Horodenska, P. Hrytsenko, M. Kochergan, L. Masenko, L. Matsko, O. Selivanova, M. Plyusch, etc.).

The analysis and generalization of the existing conceptual approaches to the interpretation of

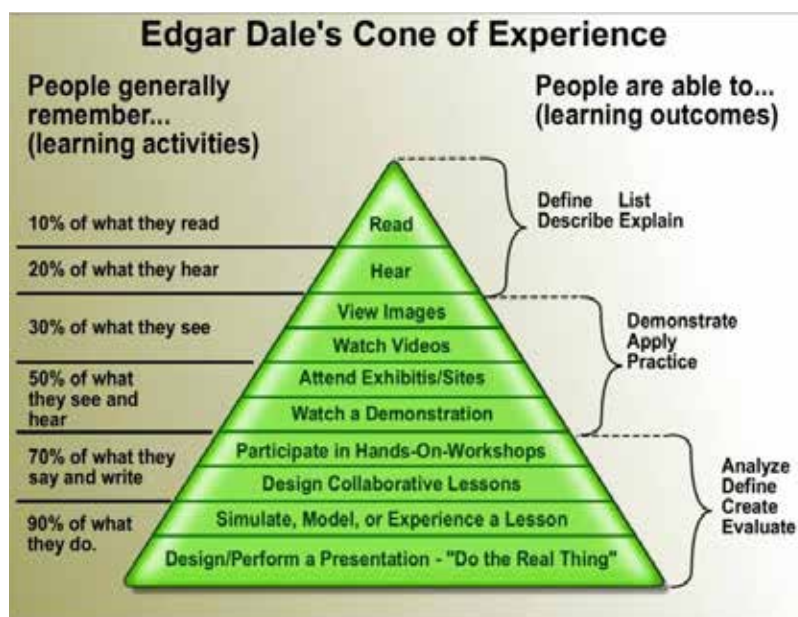


Diagram 1

the studied phenomenon allows us to identify the fundamental concepts for this study: language is a social symbolic activity. Learning the vocabulary of his native or foreign language, the child learns the spiritual qualities of the people whose language he studies, character traits, his soul, and this becomes his property. A child's native language is a genetic code that programs his national consciousness, his mentality [Pentylyuk : 28].

The goal of learning any language is the development of oral communication skills and abilities, the deepening of knowledge about oral and written, dialogic and monologic speech, the peculiarities of expressions determined by their communicative tasks and the communication situation [Novapedahohika].

The word “language” in linguistics is used in several meanings: 1) as a language system abstracted from speech; 2) as a unity of language and speech; 3) as speech, that is, the functioning of the language [Pentylyuk 2000 : 36].

The purpose of teaching the Ukrainian and English languages is to improve students' speech and communication skills based on mastering an elementary grammar course and practical use of acquired knowledge in oral and written communication [Vasilyeva 2013: 16–22].

The practical implementation of forms of speech activity is facilitated by timely and sufficient learning of the main functions of the language. In order for speech to develop harmoniously and fully, it is necessary to systematically teach students four types of speech activities in a relationship (listening, reading, speaking, writing) [Vovkotrub : 41].

Listening as a type of speech activity is based on the sensory side (auditory perception of speech, internal speech, comparison – cognition), and on the other hand – on the logical understanding of what is perceived; on the ability to perceive and recognize the sound form of speech, on the direct understanding of words and phrases, recognition of grammatical forms at the level of morphology, syntax [Vovkotrub : 41].

Speaking – a productive type of speech activity – is carried out in the form of a dialogue or monologue. For speaking, first of all, it is necessary to have a stimulus, an incentive [Vovkotrub : 41].

Speech and speaking are components of speech activity [Pentylyuk 2003a : 27]. Therefore, speech can be defined as the functioning of language. Speech is considered as an activity of communi-

cation, expression of influence, message through language. Speaking is speech in action. Linguistic units in the process of their study should be considered both from the point of view of linguocentrism, that is, when the focus is on a certain linguistic phenomenon as an element of the system, and from the point of view of anthropocentrism, when linguistic units (and the whole language) are studied as a creative product of their carrier, ethnosociety, which gave birth to a language phenomenon as a key element of national culture. In this case, the center of research attention should be the creator of the linguistic substance, the ethnic group that uses its own product, or a separate language an individual as a representative of an ethno-community who uses his native language [Zhaivoronok : 23].

Every person, mastering a native or foreign language on a practical level, obeys the norms and system of this language. The elements of the language that person uses – are units of its speech and become its property which are used in speech activity. So, speech is those elements of language that people use in certain conditions.

Based on the fact that speech is an activity that involves the use of language for the purpose of communication, knowledge, influencing other people, scientists note that the main attention should be paid to speech activity in both oral and written form. It is necessary to purposefully improve the grammar of students' speech, to teach them to perceive and understand other people's speech, as well as to construct statements (texts) in accordance with the norms of the language [Vovkotrub : 41].

As experience has shown, a teacher who not only knows a foreign and native language, but also knows the pedagogy of primary education, psychological and physiological characteristics of children, knows the methods and forms of teaching younger schoolchildren is capable of solving the tasks of quality language education [Voloshina 2018: 96–99].

The development of oral speech during the formation of students' own language reserve and mastering of language norms gives significantly higher results if it is carried out on a communicative basis, in the process of communicative activity. H.S. Demydchuk notes that the formation of communicative and speaking skills is one of the main problems of modern language teaching methods, since the lack of proper correlation between

theoretical knowledge and practical speaking skills affects the quantitative and qualitative characteristics of speech [Demydchik].

In the course of research on the development of speech, it was established that during the course of study, students, when learning the grammar of their native and foreign languages, give preference not to the verbal component of a sentence, not to its grammatical structure, but to the expressed situation and its subject components [Vovkotrub]. Scientists note that the development of speech is a complex creative process that occurs in unity with the development of the individual's thinking and with the complication of his speech activity [Vovkotrub : 196]. The consequence of this is that the personality practically masters speech. Therefore, we consider the development of speaking skills based on the ratio of language theory and speech practice, the selection of speech material (sample words, sentences, etc.).

Some scientists consider speech as a subject of linguistic disciplines that make up the theoretical basis of teaching coherent speech. V. Zhaivoronok proposes to consider language as a clearly regulated system of linguistic units and phenomena of different language levels, that is, a system of verbal expression of thoughts that has a certain sound and grammatical structure (structural principle). The scientific results of this method of studying language phenomena are recorded primarily by the grammar of the language and its dictionary. It is good to study the linguistic phenomenon also in terms of its implementation in speech, in particular in its two varieties – written and oral, considering the implementers – the speech personality and the group of speakers (functional principle) [Zhaivoronok].

Speech is a complex combination of a wealth of linguistic means of all functional styles, characterized by diversity, versatility, a special aesthetic purpose. That is why the systematic use of speech patterns, which are works (or excerpts) of fiction and texts of other speech styles, is one of the ways of forming an intelligent, spiritually rich linguistic personality, its linguistic and communicative competence [Omelchuk : 9]. Speech competence – the ability to use language means, adequate communication goals; possession of speech skills and abilities [Pentylyuk 2003a : 192]. Speech competence calls the very communication carried out by means of language [Kolodych : 56].

Oral speech has a syntagmatic character, is characterized by the variation of speech units, dynamism, subjectivity, individuality, arbitrariness, situational conditioning inherent in its two forms, in particular the sound subcode – oral speech. Oral speech illustrates the conscious nature of the formation of the linear organization of language, its orientation to the listener's world, and the prediction of his communicative expectations and reactions. Literary oral speech, in contrast to dialectal and spatial speech, is subject to generally accepted standards and can be considered in various aspects, primarily in ortho-epic as the basis for the implementation of speech structures [Druzhynets 2019].

Characteristic features of oral speech are the means of emotional expressiveness: tone of speech (raised or lowered), tempo (accelerated or slowed down), rhythmicity, voice selection of individual words and phrases, intonation division of phrases and sentences. In addition, scientists pay great attention to the types of speech: gestural speech and sound, external and internal [Vovkotrub].

Internal speech is speech for oneself, external speech is for others. It is difficult to trace the mechanism of construction of a child's inner speech, just as it is difficult to penetrate into his inner world. Internal speech is a speech act transferred to the middle of oneself; it is most often accompanied by speaking, but this happens in those cases when the speech is as close as possible to conversational, debatable. It is maximally reduced, on the verge of falling out of the intellectual act, thus turning into a reflex act [Vovkotrub].

Inner speech is a mechanism of human mental activity; voiceless, the main functions of which are the processing and awareness of information, planning the program of future speech expression [Pentylyuk 2003b: 31].

Expression of speech is the communicative quality of written or spoken speech. It consists in the selection of speech units (words, sentences) that most accurately convey the thought of the statement and influence their emotions and feelings. The expressiveness of speech is based on originality. Expressive speech is achieved under the following conditions: independent thinking, good knowledge of the language, the speaker's interest in what he is talking or writing about, a developed sense of language. The expressiveness of oral speech develops due to expressive reading.

This quality of speech is characterized by considering the correlation between the concepts of speech and consciousness [Pentyliuk 2003в : 28].

Oral speech takes place in the conditions of direct communication, and in this process, non-linguistic means of content expression are also used – facial expressions and gestures. These tools provide additional information during oral communication. Since facial expressions are the art of showing feelings and thoughts, and gestures are hand movements to accompany individual utterances, they ensure a high-quality delivery of the content of speech to the listener. Formed listening skills contribute to the establishment of contacts between people, in the ability to listen, the interlocutor's education and tolerance are revealed [Pentyliuk 2003в : 20].

Therefore, oral speech arises due to the need to communicate, and this indicates that it is dominant, primary in relation to written speech. The most characteristic general feature of the relationship between oral and written language is that the first of them forms the basis for the second.

The formation of linguistic and communicative competence takes place even in childhood on the basis of tolerance, the psychological mechanisms of which are the subject of psychopedagogical research. This primarily concerns the correction of students' speech behavior in the process of self-reflection (overcoming their states of aggression, affect, phobias that prevent them from observing the rules of language etiquette) [Klymova].

Mastery of speech and its formation depend on the physical and mental development of the individual. Therefore, the formation of speech cannot be considered in isolation from general development.

Mastery of speech and its formation depend on the physical and mental development of the individual. Therefore, the formation of speech cannot be considered in isolation from general development.

When developing speech-based communication, attention should be paid to the following types of speech:

- regarding style (colloquial and scientific-business);
- regarding the form (oral, dialogic...);
- regarding the types of speech (narration, description...) [Vovkotrub].

In the process of studying, the determination of exercises types should be given primary impor-

tance, because the oral speech of students should be competent, expressive, clear, emotional, which implies:

- their recognition of meaningful nuances of words, phrases, phrases and awareness of the content of the story;
- the ability to convey, supplement, and continue what was said or heard at a normal pace, using artistic means of image and means of expression (mimicry, gestures, intonation), using pronouns in order to avoid repetition of words;
- knowledge of communication ethics norms [Monitoring and evaluation : 15].

The systematic use of exercises, the content of which is work on word combinations, contributes to the deep assimilation of construction techniques and their use in speech, which positively affects the quality of the development of coherent speech.

It is appropriate to note that the effectiveness of the work depends on the activity of all students in the lesson, the ability of everyone to perform tasks under the guidance of the teacher and independent similar exercises [Monitoring and evaluation : 15].

It is important to note not only the need to choose the types of exercises for the development of oral speech, but also to use them in lessons of the Ukrainian language, foreign language, literature, and others, because with the help of intersubject connections, a general educational and cognitive culture for many subjects is formed in students: listening to the teacher, answering in front of the class, reading aloud, ability to compare, prove. Making interdisciplinary connections and holding integrated lessons contribute to revealing the creative abilities of each student, activating thinking, mastering the system of scientific knowledge and have a positive effect on the formation of communicative competence [Vasilyeva : 16].

Therefore, speech is the necessary basis of human thinking, that is, the process of reflecting reality in concepts, judgments, inferences. Thought cannot arise outside of thinking. A person thinks with the help of words that are spoken aloud or about himself. Thinking is carried out in the form of speech [Vovkotrub].

It is known that speech is inseparable from thinking. The development of student's speech has constantly promote the mastery of mental operations.

The richness of speech is one of its qualities, a sign of a person's high linguistic competence.

It is realized by a large number of linguistic units (words, phrases, sentences), different in meaning and structure, the absence of unjustified repetitions, the same type of syntactic constructions. The richness of speech is related to the content, consistency, accuracy, expressiveness, appropriateness, correctness of information (oral or written), which are formed on the basis of the literary norm as an accumulator of human knowledge. The richness of speech is an integral part of human culture, the development of human feelings, and the education of national consciousness [Pentylyuk : 20].

Since the speech activity of schoolchildren is the basis of general education and speech skills, they develop the ability to listen, answer a question, express their thoughts, their attitude to anything, and give an assessment. All these skills are closely related and are part of the complex of speech activity [Vovkotrub].

The analysis of the psycholinguistic features of the formation of oral speech convinced us that the following factors are dominant for the development of an individual's oral speech: the level of development of intellectual processes (memory,

attention, observation, etc.); the ability to distinguish the sound composition of a word; the feeling of the inhibitory effect of the word; speech culture during communication.

For the development of oral speech in the educational process, the following conditions should be observed:

- take into account the individual characteristics of students;
- the system of selected exercises provides: educational, developmental and educational purpose; continuity (gradual increase in complexity); content availability; formation of educational and speech activity and cognitive interest; development of memory, attention, logical thinking;
- the selection of propaedeutic, training and creative exercises, their number, complexity and the ratio between reproductive and productive activities is differentiated according to the level of already formed speech skills and skills to work independently;
- a system of specially selected exercises is used based on an optimal combination techniques of work in the process of teaching literacy [Ponomaryova].

BIBLIOGRAPHY

1. Бацевич Ф. С. Категорії комунікативної лінгвістики: спроба визначення. *Мовознавство*. 2003, С. 25–32.
2. Вовкотруб Р. П. Розвиток усного мовлення учнів першого класу в процесі навчання грамоти : дис. ... канд. пед. наук : 13.00.02 / Одеса. Південноукр. держ. пед. ун-т ім. К. Д. Ушинського. Одеса, 2006. 191 с.
3. Волошина О. С. Підготовка майбутнього учителя початкових класів до формування іншомовної компетенції учнів. *Інноваційна педагогіка*. № 3. 2018. С. 96–99.
4. Демидчик Г. С. Розвиток комунікативно-мовленнєвих умінь молодших школярів засобами службових частин мови : автореф. дис... к. пед. наук : 13.00.02. Київ, 2001. 18 с.
5. Доклінічні дослідження ветеринарних лікарських засобів / за ред. І. Я. Коцюмбаса. Львів : Тріада плюс, 2006. 360 с.
6. Дружинець М. Л. Українське усне мовлення: психо- та соціофонетичний аспекти : монографія. Одеса : Одес. нац. ун-т ім. І. І. Мечникова, 2019. 580 с.
7. Жайворонок В. В. Етнолінгвістика в колі суміжних наук. *Мовознавство*. 2004, С. 23–35.
8. Климова К. Я. Теорія і практика формування мовнокомунікативної професійної компетенції студентів нефілологічних спеціальностей педагогічних університетів : монографія. Житомир : РУТА, 2010. 562 с.
9. Колодич О. Б. Сучасні підходи до вивчення мовленнєвої діяльності. *Педагогіка і психологія*. 2004, С. 55–60.
10. Контроль та оцінювання навчальних досягнень учнів початкової школи. *Методичні рекомендації*. Київ : Поч. школа, 2002. С. 15.
11. Лук'янчук М. В. Підготовка майбутніх учителів до формування творчих здібностей молодших школярів у процесі навчання грамоти : дис. ... канд. пед. наук : 13.00.04. Київ, 2019. 298 с.
12. Методика викладання рідної мови в середніх навчальних закладах : підручник для студентів-філологів / за ред. М. І. Пентиліук. Київ : Ленвіт, 2000. 264 с.
13. Омельчук С. Формування мовленнєво-комунікативних умінь на синтаксичній основі. *Дивослово*. 2004, С. 8–11.
14. Пономарьова К. І. Формування комунікативної компетентності молодших школярів у процесі навчання української мови : методичний посібник. Київ : КОНВІ ПРІНТ, 2020. 88 с.
15. Практикум з методики навчання української мови / Караман С. О. та ін. ; за редакцією М. І. Пентиліук. Київ, 2003. 302 с.
16. Словник-довідник з української лінгводидактики : навчальний посібник / за ред. М. Пентиліук. Київ : Ленвіт, 2003. 149 с.

SOURCES

1. College Santa María del Camino. THE IMPORTANCE OF ORAL COMMUNICATION : веб-сайт. URL: <https://smc.edu.es/the-importance-of-oral-communication/> (дата звернення: 17.04.2023).
2. Koç University. THE BASES OF THE MIND: THE RELATIONSHIP OF LANGUAGE AND THOUGHT : веб-сайт. URL: <https://medium.com/kocuniversity/the-bases-of-the-mind-the-relationship-of-language-and-thought-a0bf30375528> (дата звернення: 17.04.2023).
3. Novapedahohika. Сутність та розвиток мовленнєвої діяльності молодших школярів : веб-сайт. URL: <http://www.novapedahohika.com/noloms-134-1.html> (дата звернення: 17.04.2023).

REFERENCES

1. Batsevych F. S. Katehoriyi komunikatyvnoyi linhvistyky: sprobа vyznachennya. [Categories of communicative linguistics: an attempt at definition]. *Linguistics*, 2003, pp. 25–32. [in Ukrainian].
2. Vovkotrub R. P. Rozvytok usnogo movlennya uchniv pershoho klasu v protsesi navchannya hramoty. [Development of oral speech of first-grade students in the process of learning literacy]. Odesa, 2006, 191 p. [in Ukrainian].
3. Voloshyna O. S. Pidhotovka maybutn'oho vchytelya pochatkovykh klasiv do formuvannya inshomovnoyi kompetentsiyi uchniv. [Preparation of the future primary school teacher for the formation of students' foreign language competence]. *Innovative pedagogy*, 2018, No. 3. P. 96–99 [in Ukrainian].
4. Demydchuk H. C. Rozvytok komunikatyvno-movlennyevykh umin' molodshykh shkolyariv za dopomohoyu sluzhbovykh chastyn movy [Development of communicative and speaking skills of younger schoolchildren with the help of functional parts of speech]. Kyiv, 2001, 18 p. [in Ukrainian].
5. Doklinichni doslidzhennya veterynarnykh likars'kykh zasobiv [Preclinical studies of veterinary medicinal products]. Edited by I. Kotsyumbas. Lviv: Triada plus, 2006, 360 p [in Ukrainian].
6. Druzhynets' M. L. Ukrayins'ke usne movlennya: psykho- ta sotsiofonetychnyy aspekty [Ukrainian oral speech: psycho- and sociophonetic aspects: monograph]. Odessa. national University named after I. I. Mechnikova, 2019, 580 p. [in Ukrainian].
7. Zhayvoronok V. V. Etnolinhvistyka v koli sumizhnykh nauk. Movoznavstvo. [Ethnolinguistics in the circle of related sciences]. *Linguistics*, 2004, pp. 23-35. [in Ukrainian].
8. Klimova K. Y. Teoriya i praktyka formuvannya movnokomunikatyvnoyi profesiyanoi kompetentsiyi studentiv nefilolohichnykh spetsial'nostey pedahohichnykh universytetiv. [Theory and practice of formation of linguistic and communicative professional competence of students of non-philology majors of pedagogical universities]. Monograph. Zhytomyr: RUTA, 2010. 562 p. [in Ukrainian].
9. Kolodych O. B. Suchasni pidkhody do vvychnennya movlennyevoyi diyal'nosti. [Modern approaches to the study of speech activity]. *Pedagogy and psychology*, 2004, pp. 55-60[in Ukrainian].
10. Kontrol' ta otsynuyannya navchal'nykh dosyahnenn' uchniv pochatkovoyi shkoly. [Control and assessment of educational achievements of primary school students]. Guidelines. Kyiv, 2002. P. 15 [in Ukrainian].
11. Lukianchuk M. V. Pidgotovka majbutnix uchyteliv do formuvannya tvorchykh zdibnostej molodshykh shkolyariv u procesi navchannya gramoty. [Preparation of future teachers for the creative abilities formation of junior students in the process of literacy]. Kyiv, 2019, P. 298 [in Ukrainian].
12. Metodyka vykladannya ridnoyi movy v serednikh navchal'nykh zakladakh. [Methods of teaching the native language in secondary schools]. Textbook for philology students. Edited by M. I. Pentylyuk. Kyiv, 2000, 264 p. [in Ukrainian].
13. Omel'chuk S. Formuvannya movlennyevo-komunikatyvnykh umin' na syntaktychnykh osnovi. [Formation of speech and communication skills on a syntactic basis]. *Dyvoslovo*, 2004, pp. 8-11 [in Ukrainian].
14. Ponomar'ova K. I. Formuvannya komunikatyvnoyi kompetentnosti molodshykh shkolyariv u protsesi navchannya ukrayins'koyi movy. [Formation of communicative competence of younger schoolchildren in the process of learning the Ukrainian language]. Methodical guide. Kyiv, 2020, 88 p. [in Ukrainian].
15. Praktykum z metodyky navchannya ukrayins'koyi. [Workshop on methods of teaching the Ukrainian language]. S. Karaman. O. Edited by M. I. Pentylyuk. Kyiv, 2003, 302 p. [in Ukrainian].
16. Slovyk-dovidnyk z ukrayins'koyi linhvodydaktyky. [Dictionary-reference of Ukrainian language didactics]. Study guide. Edited by M. Pentylyuk. Kyiv, 2003, 149 p. [in Ukrainian].

SOURCES

1. College Santa María del Camino. THE IMPORTANCE OF ORAL COMMUNICATION. [Electronic resource]. Retrieved from : <https://smc.edu.es/the-importance-of-oral-communication/> (Last accessed:17.04.2023)
2. Koç University. THE BASES OF THE MIND: THE RELATIONSHIP OF LANGUAGE AND THOUGHT. [Electronic resource]. Retrieved from: <https://medium.com/kocuniversity/the-bases-of-the-mind-the-relationship-of-language-and-thought-a0bf30375528> (Last accessed: 17.04.2023)
3. Novapedahohika. Sutnist' ta rozvytok movlennyevoyi diyal'nosti molodshykh shkolyariv: [The essence and development of speech activity of younger schoolchildren]. [Electronic resource]. Retrieved from : <http://www.novapedahohika.com/noloms-134-1.html> (Last accessed: 17.04.2023)

М. В. ЛУК'ЯНЧУК

кандидат педагогічних наук,

викладач іноземних мов,

Комунальний заклад вищої освіти «Луцький педагогічний коледж»

Волинської обласної ради, м. Луцьк, Україна

Електронна пошта: mlukyanchuk@lpc.ukr.education

<https://orcid.org/0000-0002-0196-7737>

Н. І. ДЗЯМУЛИЧ

викладач-методист,

Комунальний заклад вищої освіти «Луцький педагогічний коледж»

Волинської обласної ради, м. Луцьк, Україна

Електронна пошта: ndziamulych@lpc.ukr.education

<https://orcid.org/0000-0001-9860-9348>

С. Є. ВІРСТА

викладач-методист,

Комунальний заклад вищої освіти «Луцький педагогічний коледж»

Волинської обласної ради, м. Луцьк, Україна

Електронна пошта: svirsta@lpc.ukr.education

<https://orcid.org/0000-0001-5507-5761>

УСНЕ МОВЛЕННЯ ЯК ОБ'ЄКТ ЛІНГВОДИДАКТИЧНОГО ДОСЛІДЖЕННЯ ЗАСОБАМИ МІЖПРЕДМЕТНИХ ЗВ'ЯЗКІВ

Проблема розвитку мовлення завжди була і є однією з ключових у системі освіти. Підвищення вимог до якості та змісту вищої освіти в Україні зумовлене насамперед її інтеграцією у світовий освітній простір, появою інноваційних засобів масової комунікації, динамічним розвитком суспільних відносин, науки, культури, змінами в економіці, життя [Климова]. Зміна тенденції накопичення знань на компетентнісну зумовлена сучасними суспільними вимогами, оскільки вимагає виховання самостійних, ініціативних та відповідальних членів суспільства, здатних до взаємодії. Компетентнісний підхід є не тільки перспективним, але й концентрує основні зусилля учасників педагогічного процесу на створенні середовища, оптимального для особистісної самореалізації студента.

Метою вивчення мови є спілкування. Навички усного спілкування є основоположними для розвитку грамотності та необхідними для мислення і навчання. Це зв'язуюча субстанція, яка об'єднує всі компоненти мови [Нова педагогіка].

За допомогою мовлення студенти не тільки передають інформацію, але й досліджують і розуміють ідеї та концепції; виявляють та вирішують проблеми; систематизують свій досвід і знання; висловлюють та пояснюють свої думки, почуття та погляди. Навички слухання та говоріння є важливими для взаємодії двох людей, у закладах освіти та просто в суспільстві [Коледж Санта-Марія-дель-Каміно].

Особливого значення усне мовлення набуває в цілісному поєднанні з комунікативним підходом, який наближає навчальний процес до реальних умов спілкування. Формування комунікативної компетентності буде більш ефективним при використанні міжпредметних зв'язків. Саме в процесі вивчення української та англійської мов учні мають змогу помітити багато спільного, знайти відповідності з іншими предметами, особливо з літературним читанням, оскільки мова є засобом висловлення думок про об'єктивну дійсність, властивості та закономірності. Реалізація міжпредметних зв'язків сприяє науковій організації навчального процесу та є стимулюючим фактором у вивченні української та англійської мов [Васильєва, 2013 : 16–22].

Практичній реалізації форм мовленнєвої діяльності сприяє своєчасне й достатнє засвоєння основних функцій мови. Щоб мовлення розвивалося гармонійно і повноцінно, необхідно систематично навчати учнів чотирьох видів мовленнєвої діяльності у взаємозв'язку (аудіювання, читання, говоріння, письмо) [Вовкотруб : 41].

Методика навчання будь-якої мови полягає у розвитку навичок і вмінь усного мовлення, поглибленні знань про усне й писемне, діалогічне й монологічне мовлення, про особливості мовлення, зумовлені їх комунікативними завданнями та ситуацією спілкування.

Необхідність даного дослідження зумовлена концептуальними положеннями удосконалення змісту та методики вищої освіти, які передбачають лінгвістичну підготовку «набуття студентами достатнього особистого досвіду, культури спілкування та співпраці в різних видах діяльності» [Нова педагогіка]. У науковому середовищі ця теорія еволюціонувала від зосередження виключно на змінах особистості до більш складного розуміння/інтерпретації цього поняття, яке охоплює багатогранний соціальний контекст («грамотне суспільство») [Лук'ячук 2019].

Ключові слова: мова, мовлення, усна комунікація, грамотність, освіта.