

Передумовою успішного здійснення діяльності є знання, що необхідні студенту для виконання СР. Уважаємо за необхідне поетапне формування вмінь пізнавальної самостійності здобувачів вищої освіти відповідно до системи загальнонавчальних умінь і груп умінь, що описано вище. Матеріали для СР і тестового контролю є необхідними компонентами навчально-методичного комплексу кожної навчальної дисципліни.

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## **FORMS AND METHODS OF ACTIVATION OF ORAL SPEECH OF FOREIGN STUDENTS AT THE INITIAL STAGE**

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Knowledge of a foreign language is, first of all, the ability to carry out speech communication in real situations, in accordance with the norms of behavior and speech etiquette adopted in this community. As you know, the way of verbal communication is speaking. The purpose of teaching speaking to foreign students is to develop the ability of students in accordance with their real needs and interests to carry out oral speech communication in a variety of situations.

The formation of students at the initial stage of a strong, conscious language base, studied with the communicative needs, is a fundamental factor in the further full mastery of the language as a means of communication. The ultimate goals of training, determining its content, are gradually implemented in the educational process.

Communicative competence is considered as a set of several competencies that provide communication. It allows you to understand the process of learning a foreign language as learning through the language.

Students should be able to express their own feelings and thoughts. This implies the development of skills of construction of the statements of the composite is complete, well-organized logically and syntactically.

Smooth, spontaneous speech, content and compositionally complete monologue requires considerable effort, both students and teachers. Practice shows that speech automatism, skills of creative speech-thinking activity, spontaneous monologue and Dialogic speech, the construction of compositionally complete, logically and syntactically correctly organized statements are formed slowly. The weak points of students' speech are syntactic simplification, meaninglessness, chaotic expression of thoughts, and inconsistency in their presentation. These problems determine the search for the most effective ways to enhance the oral speech of students.

The question of what forms of work to enhance the oral language of students are the most effective has been and remains controversial. Currently, the method is clearly traced in two directions: unconsciously, practical and (the immersion method) and deliberately practical.

Based on the experience of teaching Russian as a foreign language, it should be noted that the most effective way of mastering foreign language material for adult students is a conscious and practical method. As it is not the awareness of students of the essence of language phenomena, the lack of conscious systematization of linguistic phenomena, the lack of conscious systematization of the material will limit the possibilities of application of grammatical knowledge in speech, in modified terms, in the new situation. The nature of language proficiency is determined by the level of language proficiency, i.e. the level of proficiency. It means that speech skill in the composition of speech abilities. The main difficulty in speech grammatical skills is the correlation of the purpose of the statement and the chosen vocabulary

with grammatical means. Correct and automated uses of syntactic models of sentences are an integral component of oral speech.

The modern technique involves the use of individual techniques of intensive courses in the traditional system of training. Under the intensive course or "intensive" do not mean accelerated learning, and a specially organized learning process aimed at achieving and maintaining maximum activity of the teacher and students, the acquisition of skills and abilities of foreign language communication through continuous communication in situations that simulate real communication activities. The means for encouraging these activities are role play driven learning-speech communication, search tasks, collective forms of work, etc. the Study of language in the modern world is closely linked to the technical means: the cinema, television, computers. But along with new tools and techniques need a traditional system of training work, exercises of different types and types. Speaking tasks are different: from those that are controlled by the teacher (repetition of words and phrases, songs, poems, etc.) to more free forms of expression (addition of statements, transformation or personality-oriented tasks).

Many traditional exercises can work well if they are motivated, connected with the communicative needs of students, able to arouse interest and cognitive activity.

The task of the teacher is to create conditions that would facilitate the communication of students. To do this, the teacher must take into account the specific features of this type of speech activity, such as: motivation, focus, activity, and connection with the personality and mental activity of a person, heuristics, independence, temp and situational. Creative tasks are a great opportunity to increase motivation for learning and development of speaking skills. For example we can talk about role-playing games, open discussions, games and mini-dialogues. At later stages of training we can talk about reports, messages on a given topic. The topic of the report is not imposed on the student, and is offered in accordance with his interests, abilities, level of language training. An important feature of this report is

the presence of explanatory tables of figures, video, which greatly facilitates the understanding of the text by the audience.

If there are goals and motives of communication, taking into account the characteristics of the participants of communication, their age, level of development, etc., the act of communication within any speech situation, of course, will take place.

To create these conditions in the process of learning the Russian language teacher uses activation techniques that take into account all of the above features of oral speech activity. The advantages of these techniques are that students, actively participating in the learning process, begin to think, remember, and use the studied language material.

One of the most frequently mentioned in the methodical literature methods of activation of language learning is a role - playing game, the main purpose of which is the modeling of communication situations, the creation of conditions for the development of communication skills.

The selection and organization of material for teaching oral Dialogic speech is based on the use of socio-cultural and sociolinguistic factors. A mastery of skills and abilities in oral Dialogic speech is organized as a continuous chain of situations of communication with changing social, personal, communicative roles. Their range is relevant for students studying in a language environment.

The use of visual tools plays an important role in the development of speaking skills (both dialogical and monological). Different types of visualization help to Supplement or modify educational speech communication, to introduce functional speech patterns in appropriate life situations, to create problem situations that cause students' need to communicate.

An important role in increasing the motivation of students plays extracurricular activities: excursions, scientific and practical student conferences, open curatorial hours, club and club work.

As practice shows, such events not only give students the opportunity to work independently, but also to apply and demonstrate their knowledge, which stimulates

their cognitive interests, excite their creative imagination. They are given the opportunity to work in their own rhythm that meets their individual goals and style of work. And, as you know, the rational organization of extracurricular activities of independent work, their integration into a single system with classroom types contributes to the formation of full knowledge and skills.

Modern organization of training is focused on communication. The practical orientation of training forced to solve many issues in a new way - the problems of selection and provision of language material on a thematic and situational basis, methods of working with it, the development of new exercises. However, the communicative orientation of training does not remove the question of the need for students to understand the systemic nature of the phenomena of the Russian language. Speech communication in real situations should be carried out in accordance with the language norms, norms of behavior and speech etiquette adopted in this community.

Thus, the use of methods of activation of oral speech contributes to the development of language skills and the achievement of successful communication in an authentic language situation.

## **PEDAGOGY OF PUPILS WITH SPECIFIC LEARNING DISABILITIES**

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Currently, the topic of education of children with special educational needs is a very current topic thanks to the inclusive era. Although according to the available literature we already know from the past that learning disorders as such have accompanied humanity since time immemorial. In his book *Specific learning disabilities* Krejčová, Bodnárová [2014] writes: