

SELF -STUDY ACTIVITIES IN TEACHING SPEAKING SKILLS TO YOUNG ENGINEERS

Learning a foreign language is becoming increasingly important with Ukraine's integration into the world community. In this regard, educational process and the development of new innovative teaching methods should meet the requirements of the time. One of the important aspects of learning a foreign language is speaking. The main task of an ESP teacher is to prepare students for communication in professional environment where students should be able to participate, discuss, prove their point and express ideas by means of the foreign language. The foreign language has become an important tool for the development of intellectual abilities of young people, their educational potential.

The higher institutions' curriculum for foreign languages is built so that the biggest part of the study material is purposed for self-study. It means that along with drilling reading, writing and listening skills, students have to organise speaking practice as well. But the issue with speaking lies in its specificity: you need to have an interlocutor for this. So, self-study activities in mastering speaking skills have certain peculiarities. For better understanding, we should define what speaking is, its types and features because the foreign language knowledge is estimated by the ability to speak this language, to use vocabulary and grammar construction in the right context. Harmer claims that ability to speak fluently presupposes not only knowledge of language features but to process information and language ‘on the spot’ [1, p. 269].

Oral speech as compared to the written one is more flexible. It is relatively free and is characterized by some vocabulary and grammar peculiarities. We do not teach students colloquial English. That is why oral language taught to students is close to written language standards and especially its monologic forms. Scientists name the

following constituents of the speech that should be taught: connected speech, expressive devices, lexis and grammar [1, p. 271]. Also, teaching speaking involves teaching monologue and dialogue speech. In the monologue speech researchers single out the prepared and spontaneous monologue speaking. First, prepared monologue skills are formed which are the basis for spontaneous monologue skills. The most productive task for ESP students for developing monologue speech is presentation on a topic in subject matter. Creating a presentation demands employing a creative search, choosing and structuring information given in foreign language and its further presentation to the class [2]. From the mentioned above we can define the following stages in organising self-study work for teaching prepared monologue skills:

- introduction a new material in the class (vocabulary, grammar, content, ideas, sociological knowledge);
- self-preparation to the presentation at home;
- presenting material to the class and its assessment.

Basing on the monologue skills the dialogue speech skills can be developed. While creating the dialogues students actively use vocabulary and language clichés, automatised during monologue speech. Of course, for the dialogue speech you need an interlocutor but students can practice mini-dialogues at home basing on the examples and situations, suggested by the teacher. In such a way students can prepare for the debates and presentations.

During these activities students can feel some difficulties with building logical and coherent speech as well as they may have insufficient vocabulary and grammar means. To help students overcome these problems the teacher can give examples, language models, create language models during the class. Also, we should note that success in self-study depends on the correct evaluation of students' abilities and readiness for such tasks.

References:

1. Hamer, J. (2001). *The practice of English language teaching*. Longman.
2. Thornbury, S. (2005). *How to teach speaking*. Pearson.