UNICHECK

18% Схожість

Найбільша схожість: **5.65%** з Інтернет-джерелом (**http://eKhSUIR.kspu.edu/bitstream/handle/123456789/10379/4_Hintsya**

18% Джерела з Інтернету	645	.... Сторінка 124

Не знайдено джерел з Бібліотеки

0.63% Цитат

Цитати	14	.... Сторінка 125
Посилання	1	.... Сторінка 125

4.36% Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів є меншою за **8 слів** та **0%**)

4.16% Вилучення з Інтернету	30	.... Сторінка 126
4.36% Вилученого тексту з Бібліотеки	44	.... Сторінка 127

Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи	27

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Реєстраційний №_____

Кваліфікаційна робота

СУЧАСНІ ЗМІНИ ВИКОРИСТАННЯ СТРАТЕГІЙ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

ДАНКА ІВАНА ВАСИЛЬОВИЧА

Студента _2__-го курсу

Освітня програма «Філологія (мова і література англійська)»
Ступінь вищої освіти: магістр

Тема затверджена Вченою радою ЗУІ
Протокол №   / 2022 року

Науковий керівник:	**Густі Ілона Іштванівна** **д-р філософії, доцент**
Консультант:	**Надь-Коложварі Еніке Адальбертівна** **ст. викладач**
Завідувач кафедри:	**Берегсасі Аніко Ференцівна** **д-р габілітований, доцент** **професор кафедри філології**

Робота захищена на оцінку _____, «___» _____ 2023 року

Протокол № _____ / 2023_

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота

СУЧАСНІ ЗМІНИ ВИКОРИСТАННЯ СТРАТЕГІЙ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

Ступінь вищої освіти: магістр

Виконав: студент(ка) 2-го курсу

Данко Іван Васильович

Освітня програма
«Філологія (мова і література англійська)»

Науковий керівник: **Густі Ілона Іштванівна**
д-р філософії, доцент

Рецензент: **Сіладі Василь Васильович**
д-р філософії, доцент

Берегове
2023

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology

MODERN FOREIGN LANGUAGE LEARNING CHANGES IN STRATEGY USE

Master's Thesis

Presented by: Ivan Danko
a 2nd year student

Professional Education program:
"Philology (language and literature English)"

Thesis supervisor: Ilona Huszti,
Doctor of Philosophy, Associate Professor
Consultant: Enikő Nagy-Kolozsvári,
senior lecturer

Second reader: László Szilágyi,
Doctor of Philosophy, Associate Professor

Beregszász – 2023

ЗМІСТ

CONTENT

INTRODUCTION

The integration of Ukraine into the European educational space caused a review and clarification of possible directions for the development of national education, which is an advantage of the professional training of a philologist, since mastering languages greatly improves the degree of social adaptation of a person.

The main directions of the implementation of the program objectives of higher language education are the formation of a competent specialist capable of individual effective mastery of languages as a way of personal growth.

In domestic pedagogy, the situation is worsening, the reason for which is the insufficiency of the necessary practice and theory. In the last ten years, the first foreign and domestic studies have appeared, which solved certain theoretical and practical issues of the formation of foreign language strategic competence of students of language educational institutions.

Methodologists explain the concept of strategic competence through related concepts: autonomy of subjects, learning strategy, individual-rational style of educational activity. All these concepts today characterize the current methodological trend, which involves the organization of education around the subject, taking into account the individual psychological differences of the latter, which are important for the humanization of the educational process. Over the past decades, scientists have conducted a number of studies in connection with the emergence of strategic competence.

Both foreign and domestic linguists, such as R. Oxford, D. Newnan, J. O'Malley, G. Kasper, A. Shamo, G. Stern, E. Kellerman, N. Chicherina, A. Zalevska, paid attention to this problem , M. Kabardova, N. Bilonozko, G. Eiger, R. Pligina, R. Milruda, H. Alexandrova, N. Mykhailova, L. Yagenich.

The relevance of the research topic is determined by modern trends in foreign language teaching methods aimed at increasing the effectiveness of the educational process. At the same time, the question of the formation of strategic competence of students of language educational institutions remains poorly researched, although it is one of the factors of improving the quality of foreign language learning. Connection of research with scientific programs, plans, topics.

The purpose of the work is to develop a system of exercises aimed at forming the strategic competence of students of language educational institutions.

To achieve the set goal, the implementation of the following tasks is foreseen:

1) generalize approaches to defining the concept of strategic competence;

2) establish the structure of strategic competence;

3) determine the conditions for the formation of strategic competence of students of language educational institutions;

4) to build a system of exercises aimed at forming the strategic competence of students of language educational institutions.

The object of the research is the professional training of specialists in language educational institutions.

The subject of the study is a system of exercises for the formation of strategic competence of students of language educational institutions.

The following research methods were used to solve the tasks: study and critical analysis of pedagogical, psychological, methodical scientific literature to substantiate the theoretical foundations and key provisions; analysis, systematization and generalization of domestic and foreign experience in the formation of strategic competence to identify actual problems of scientific research and define its tasks; the method of scientific observation for substantiating and developing a system of exercises. The novelty of the research is determined by the fact that in this qualification work an author's system of exercises aimed at forming the strategic competence of students of language educational institutions has been developed.

The practical significance of the work lies in the possibility of using the research results in the educational process of language educational institutions in classes on the "Methodology of English Language Teaching" course and in the process of teaching the disciplines of the language cycle. Separate provisions of the work can be applied to writing qualification and term papers.

The structure of this work. This work consists of an introduction, three sections, conclusions, references and annex.

CHAPTER 1. THEORETICAL ASPECTS OF THE FORMATION OF STRATEGIC COMPETENCE IN ANOTHER LANGUAGE OF STUDENTS OF LANGUAGE EDUCATIONAL INSTITUTIONS

1.1. Approaches to defining communication

Agreeing with A. Ya. Chepil, it can be noted that: "Language communication is a complex informational and sign system in which individual, national and international language components interact. The functioning of this system is determined historically and has socio-cultural foundations. Man is the central link, directly creates languages. Modern globalization processes, the constant growth of international relations, new information technologies, the accessibility of the achievements of world civilization significantly affect a person's attitude to communication." [55, p. 175]

Communicative linguistics, which is engaged in the study of communication processes, raises questions about the general laws of communication, its specificity depending on various conditions (social, cultural, etc.), the structure of language (language code) in communication processes, patterns of interaction of linguistic and non-linguistic means of communication , the dependence of the organization of the language code on extra-linguistic (situational - in the broad sense of the word) phenomena, stages and regularities of the generation and perception of language in different communicative conditions, the causes of communicative failures, as well as about the methods of language research and the means of other semiotic systems in communication processes.

The science of communication is a section of the modern humanitarian field of knowledge that organically synthesizes linguistic, psychological, philosophical, logical and other approaches to living human language in communication.

Based on the main categories of linguistics and the theory of language activity (language, language, word, lexeme, propositions, nominative unit, communicative unit, style, dialect, idiolect, bilingualism, levels of the language system, language deviations, language culture, etc.; conception, implementation of a language plan , internal language, external speech, verbalization, generation and perception of language, meaning, etc.), communicative linguistics operates with its own categorical apparatus. Its core is basic concepts such as: communication, communication, communicative act, information, communicative meaning, communicative activity, language code, verbal and non-verbal means of communication, interaction, transaction, communicative step in dialogue, etc. Relevant linguistic and communicative issues are concentrated around them.

Communicative linguistics is a dynamically developing branch of knowledge. It is closely related to philosophy (first of all the theory of knowledge and analytical philosophy, and more recently

with communicative philosophy), logic, semiotics, sociology, communicativistics (the general theory of communicative systems), computer science, cybernetics, psychology, cultural studies, ethnology and ethnography, rhetoric, cogitology, theory of artificial intelligence. As a component of linguistics, it constantly interacts with all branches of traditional linguistics (phonetics, grammar, lexicology, stylistics), as well as with the newest directions of linguistic research, in particular, the theory of language activity, psycholinguistics, ethnolinguistics, ethnopsycholinguistics, linguo-cogitology, functional linguistics, structural and applied linguistics, engineering linguistics, etc. Communicative linguistics has close connections with linguistics, information theory, communicative studies, functional linguistics, psycholinguistics, the theory of speech activity, and sociolinguistics.

The most important ideas of communicative linguistics originated in the framework of linguistics of the second half of the 20th century. It was at this time that it became clear that the views of researchers about language as a self-sufficient system of signs that should be studied "in itself and for itself" were outdated. Linguists began to talk about language as a form, a way of human life, the verbalization of human experience and its awareness, the expression of personality and the organization of interpersonal communication in the process of people's joint activities. Scientists gradually began to move from an objectified, depersonalized, objective representation of language to a personal, activity understanding.

1.1.1. Language as an object of communicative linguistics

It is difficult to overestimate the importance of communication in a person's everyday life, when the world revolves around high-speed communication. Today, communication is not only through speech, there are many other means of communication that simplify the process of information transmission that is so necessary for us.

In today's section, I propose to make a clear distinction between language and speech when we talk about communication. The speech process takes place at the expense of a sound series that conveys encrypted information, while language can take any form, which in turn has a significant impact on the construction of a communication strategy. According to I.P. Tarasova [51, p.103], the strategy includes planning the construction of the language interaction process, depending on the specific conditions of communication and communicators, as well as the implementation of the plan, that is, the line of conversation.

A condition for successful communication is the desire of its participants to communicate (willingness to cooperate); in the absence of such cooperation, conflictual communicative behavior

occurs. According to the American scientist H. Grice, successful communication is possible if four maxims are observed: informativeness (expression should be meaningful), truthfulness (speak only the truth), accuracy (speak only what is relevant to the matter), clarity, clarity (speak briefly and of course).

An important factor in communication is the observance of speech etiquette - a system of stable communication norms adopted by a certain society for establishing speech contact between interlocutors, maintaining communication in accordance with their social roles or role positions.

Communicative etiquette is determined by a bright national specificity associated with unique speech behavior, customs, rituals, and non-verbal communication of representatives of a certain ethnic group.

A significant place in communicative linguistics belongs to the theory of communicative acts, that is, purposeful speech actions performed in accordance with the rules of speech behavior accepted by society. The main features of a speech act are intention, purposefulness and conventionality (observance of norms of speech behavior accepted in society).

The theory of speech acts was formed in linguistic philosophy under the influence of V. Wittgenstein's ideas about the multifacetedness (polyfunctionality) of language and its inseparability with forms of life: the interaction of language and life is formalized in the form of regulated social "language games". The foundations of the theory of speech acts were laid by the English philosopher J. Austin (1911–1960).

Austin's teaching about three levels of the communicative act is popular: illocution (relation of speech to the goal, motives and conditions of communication), perlocution (influence on the consciousness and behavior of the addressee, emergence of a new situation), locution (use of language means to achieve the goal). Austin defined illocution as command, informing, warning, and as perlocution - persuasion, goal achievement, reaction of surprise, fear, deception.

The speaker and the addressee participate in communicative acts. They must have some common language skills, knowledge and worldviews. In addition, speech acts include the circumstances of speech - that fragment of reality to which its content relates.

To perform a speech act means to pronounce the articulate sounds of a certain language, to construct an expression from words according to grammatical rules, to give the expression meaning and reference (locution), purposefulness (illocution), to cause the desired consequences (perlocution), i.e. to influence the consciousness or behavior of the addressee, to create a new situation .

1.1.2. Definition of strategies and tactics in communicative linguistics

There are several interpretations of strategies and tactics of behavior in communication. From the point of view of cognitive linguistics, a strategy is a plan of complex language action aimed at changing the model of the partner's world, at transforming his conceptual consciousness. The cognitive aspect is analyzed in detail in the work, where methods of processing complex information in memory, cognitive processes in thinking are considered. Dialogue strategies (according to T.A. van Dijk's classification) are of particular interest - specific ways of language behavior, carried out under the control of "global intention" [25, p. 259].

From the standpoint of pragmalinguistics, the concept of strategy is understood as a general plan for dialogue, a scheme of communicative actions. The essence of using a certain strategy is to organize one's speech actions for a certain effect on the interlocutor during the cycle or phase of communication so that their result is a change in the values of its relevant parameters in the desired direction [9, p. 42].

A strategy, or a plan of behavior determined by an intention and a goal, is a determining factor in the implementation of the choice of those ways and means that allow to achieve the goal, as far as possible, in accordance with the knowledge (experience), desires and attitudes of the subject behind the plan actions Thus, the language strategy in this functional aspect is a scheme of certain actions within the communicative process, which determines the choice of language means and ways of expressing some content directly related to the achievement of the goal. Thus, strategy is related to communicative goals, and tactics is related to practical communication goals. Synthesizing different views of scientists regarding the understanding of the concept of strategy, A.V. Koroleva defines a communicative strategy as a complex of certain speech actions aimed at achieving a communicative goal, and taking into account the understanding of the strategy of speech behavior from a psychological point of view, as an attitude towards certain forms of behavior, including in a conflict situation of communication, combines in the definition of communicative strategies and behavior plan of communicators (their speech and non-speech actions), and communicative goals taking into account certain psychological attitudes.

Strategies are implemented through various tactics, which differ from them in the degree of generalization. According to V.V. Latinov, the same tactic can be used within different strategies. So, for example, a threat, which is usually considered a destructive and unfriendly tactic, can be used in case of unwillingness or inability of one of the parties to yield beyond certain limits. The choice of tactics is influenced by such variables as the social status of the object of influence and its resistance to influence, as well as the social status of the person applying the tactic. In particular, conflict-

oriented strategies are implemented by communicative tactics of denial, opposition, avoidance, interruption, motivation of disagreement, emotional influence, etc. We should mention the opinion of K.V. Bondarenko, who rightly observes that to realize the wishes of communicators, emotionally marked means are involved, the organization of which affects the volitional and emotional spheres of the addressee. Language means are selected and combined alternately in direct and indirect ways; colored words and phrases are used, emotionally marked vocabulary from the category of affectives, which indicates the expressiveness and emotional saturation of the discourse; combinations of rhetorical questions, ironic statements, units of subjective-evaluative modality, syntactic repetitions, emphatic constructions, practically all possible emotional and expressive language tools are observed.

Despite the fact that communicative strategies are the subject of many linguistic studies, their unequivocal definition still does not exist. In modern science, there are several different approaches to defining the concepts of communicative strategy and communicative tactics. Let's analyze some of them.

Thus, E. Klyuyev says that the introduction of the concept of communicative strategy leads to the need to refer to other concepts - communicative goal, communicative intention, communicative task, communicative intention, communicative tactics, communicative perspective, communicative experience and communicative competence [34, p. 121].

Let's consider the essence of these concepts in the understanding of E. Klyuyev. The researcher understands the communicative strategy as a set of actions planned by the speaker and theoretical moves implemented during the communicative act aimed at achieving the communicative goal. The idea of how to combine these theoretical moves into a single whole (communicative strategy) is called a communicative intention, which is the driving force of a communicative strategy.

A communicative goal is a strategic result aimed at by a communicative act.

Communicative competence is a set of communicative strategies characteristic of an individual or a group of individuals.

Communicative tactics are a set of practical moves in the real process of speech interaction, that is, communicative tactics, in contrast to communicative strategy, are primarily correlated not with a communicative goal, but with a set of communicative intentions.

Communicative intent is a tactical move that is a practical means of achieving a corresponding communicative goal. The whole set of such practical means in the real process of speech interaction creates communicative tactics.

Communicative experience is a set of ideas about successful and unsuccessful communicative tactics that lead or do not lead to the implementation of appropriate communicative strategies.

So, according to E. Klyuyev, the communication process looks like this: using communicative competence, the speaker sets a communicative goal for himself and, adhering to a certain communicative intention, develops a communicative strategy that turns (or does not turn) into communicative tactics as a set of communicative intentions (communicative tasks), supplementing the speaker's communicative experience [34, p. 128].

A. Zagnitko in the "Dictionary of Modern Linguistics: Concepts and Terms" gives the following definition of speech strategy: "Speech strategy is certain lines of construction of speech acts to achieve the set goal and implement relevant tasks. The speech strategy is determined by the macro intention of one or all participants in the dialogue, determined by social and psychological situations." [28, p.265]

Therefore, speech tactics, according to A. Zagnitka, is a way of implementing a speech strategy that forms parts of a dialogue, grouping and alternating modal shades of conversation (evaluations, thoughts, joys, etc.).

The basis of the linguistic meaning of strategy is the idea of action planning. In the psychological interpretation of this concept, the idea of predicting the behavior of opponents is also preserved. All types of strategies are combined by the fact that they represent something like a prediction hypothesis about the future situation and have a greater or lesser degree of probability.

According to O. Issers, in order to plan speech actions, speakers should have an idea of ordinary communication situations, as well as possess at least elementary experience of their analysis [31, p.123].

The forecast of future verbal communication is built on the basis of ideas about a speech act (or a series of speech acts), communicative interaction (taking into account the motives and conditions of the speaker and the listener, their verbal and non-verbal actions) and the whole situation as a whole. These ideas determine the strategic selection of significant units of different levels and methods of their organization, that is, the creation of a text that is optimal for solving the speaker's communicative task. At the same time, it is worth considering that the planning of speech behavior is part of an interactive process in which the listener does not passively perceive the text-message of the speaker, but actively interprets his speech actions, implementing his own strategic line [1, p. 12].

O. Skovorodnikov says that the concepts of "speech tactics" (respectively - communicative tactics) and "speech strategy" (respectively - communicative strategy) are systematically connected as a part and a whole, therefore, they must be defined in relation to each other. Based on these provisions and generalizing the judgments expressed about these concepts by other authors, O.

Skovorodnikov defines the concepts of "speech (communicative) strategy" and "speech (communicative) tactics" as follows:

A speech (communicative) strategy is a general plan, or "vector", of speech behavior, which is expressed in the choice of a system of step-by-step speech actions thought out by the speaker; a line of speech behavior established on the basis of the communicative situation in general and aimed at achieving the final communicative goal (goals) in the process of speech communication. Each speech (communicative) strategy is characterized by a certain set of speech tactics.

A speech (communicative) tactic is a specific speech course (step, turn, stage) in the process of implementing a speech strategy; a speech act (a speech act or a set of several speech acts) that corresponds to one or another stage in the implementation of a speech strategy and is aimed at solving the communicative task of this stage.

I. Borisova believes that the communicative strategy is "the result of the organization of the speaker's communicative behavior in accordance with a pragmatic instruction, intention. In a broad sense, the communicative strategy is understood as a general intention, a task on a global scale, dictated by the producer's practical goal." In her opinion, the communicative strategy involves the selection of facts and their certain presentation, forces the speaker to organize his speech, determines the selection and use of linguistic means [6, p. 32].

I. Borysov considers communicative tactics within the framework of dialogue: "We understand communication tactics as the dynamic use by communicators of the speech skills of constructing dialogue replicas, which construct one or another strategy of dialogology."[12, p.21]

I. Trufanova formulates her own view on the concept of speech tactics: "Tactics are designed to ensure the implementation of the chosen communicative strategy and the deployment of the chosen genre. From the point of view of the organization of the speech stream, the unfolding of the speech genre, it is a speech act - its minimal unit. From the point of view of its role as a means of implementing a communicative strategy, it is a technique of speech behavior." [52, p.56] This opinion is similar to the view of O. Skovorodnikov [48, p.42].

Different strategies cover the entire sphere of construction of the communication process and are aimed at achieving certain results. "In a general sense, the speech strategy includes the planning of the speech communication process depending on the specific communication conditions and personalities of the communicators, as well as the implementation of this plan. In other words, a speech strategy is a set of speech actions aimed at achieving a communicative goal."

The researcher, in addition to communicative strategies and tactics, singles out a communicative move, which can be called a "minimum strategic unit that connects the speaker's reply and the

listener's reply according to the principle of illocutionary coercion (or self-coercion). The communicative course is determined in relation to the predicted reaction of the partner and taking into account previous speech actions".

Regarding speech tactics, O. Issers says succinctly: "Speech tactics should be considered one or more actions that contribute to the implementation of a strategy." [31, p.45]

1.1.3. The relationship between strategy and tactics

In a broad sense, strategy and tactics are a set of intellectual efforts aimed at optimizing the transition from the present to the desired future. In a narrower sense, strategy, as well as tactics, is some idea that helps to achieve the set goals.

The difference between them is manifested in the scale of activity and time intervals in which they operate.

Strategy and tactics are interdependent. The choice of strategy determines the success or failure of the whole business. At the same time, strategy cannot exist by itself, without concrete actions (tactics) it is an abstraction detached from life.

It is not entirely correct to talk about the fundamental difference between strategy and tactics, they must be considered in subordinate relations.

In the intercultural dimension, the strategy involves planning the process of speech interaction depending on the specific conditions of communication and the personalities of the communicators, as well as the implementation of the conversation plan. In order to plan any speech actions, according to T. Kasenkova, communicators must be aware of the future communication situation, have information about the addressee, as well as basic experience in analyzing speech actions. In other words, the forecast of future verbal communication is built on the epistemological basis of the speech act, communicative interaction (taking into account the motives and goals of the speaker and the listener, their verbal and non-verbal actions), as well as the entire situation as a whole. Therefore, the speech strategy in the functional aspect constitutes a certain scheme of actions within the communicative process, which determines the choice of language means and ways of expressing the content directly related to the achievement of the goal [33, p. 160].

Cognitive linguistics also offers its vision of strategy, in particular as a plan of complex speech influence aimed at changing the model of the partner's world, at transforming his conceptual consciousness. The cognitive aspect is analyzed in detail by T. van Dijk from the standpoint of methods of processing complex information in memory, cognitive processes in thinking [24, p.259].

Particular attention is focused on dialogue strategies - specific ways of speech behavior, carried out under the control of "global intention". O. Issers holds the same point of view regarding the understanding of strategy, calling its main components forecasting and control over the implementation of the plan [31, p.34]. In some concepts, communicative strategies are correlated with theoretical moves planned in advance and implemented by the speaker, and tactics with practical goals of communication. So, mixing different views of scientists regarding the understanding of the concept of strategy, we can define a communicative strategy as a set of certain speech actions aimed at achieving a communicative goal. Meanwhile, psychologists talk about the strategy of speech behavior as an attitude towards certain forms of behavior, including in a conflict situation of communication. From this, one's own view on the definition of a communicative strategy follows, which is based both on the plan of behavior of communicators (their speech and non-speech actions), and on communicative goals, taking into account certain psychological attitudes. The communication plan allows for various methods or tactics of its implementation, speech skills for building a dialogue within the framework of one or another strategy". If communicative strategies involve the general development of dialogue, then tactics demonstrate the implementation of this strategy at each stage of the communication situation.

Communicative tactics can consist of one or several utterances, the speaker can control the success/failure of a specific speech act at individual stages of the dialogue and adjust his speech actions based on the perlocutionary effect. At the same time, it should be taken into account that the specificity of communicative strategies in general and tactics in particular is the complexity of using communication tools to achieve a communicative goal. On the one hand, the very sequence of speech acts can be tactically motivated, and on the other hand, different strategic meanings can be present in the same statement. Based on the above statements, we can say that the planning of speech behavior is not a simple structure of speech utterances, but the most important stage of the interaction process, in which the listener does not always passively perceive the text-message of the speaker, but actively interprets his speech actions, realizing his own strategic line As for conflict situations of communication, in this case the strategy, in my opinion, does not always include the planning of the speaker's actions. This especially applies to accidental or unintentional conflict situations in which the addressee's actions are not intentional or the addressee is unaware of the possible consequences of his actions. In a conflict situation of communication, speakers follow different communicative strategies. The choice of a communication strategy is made under the influence of a psychological attitude towards achieving one's own goals and/or the goals of a partner. Psychologists understand the concept of attitude as a complex of cognitive and motivational orientations in a certain situation. Cognitive

orientation is the speaker's idea of a specific situation, to which the concepts of scheme, scenario, and frame are applied. Motivational orientations are related to different types of social relations, as they can satisfy/not satisfy the needs of speakers, reflecting the system of goals, motives and their intentions. Therefore, in a conflict situation, there are the following types of psychological attitudes:

1) against a partner;

2) ignoring the partner;

3) constructiveness of the partner.

Considering these varieties in a conflict situation of communication, three types of strategic lines of speech behavior are distinguished:

1) confrontational;

2) neutral;

3) cooperative [13, p. 162].

The confrontational strategy of speech behavior demonstrates an attitude against the communication partner. It is aimed at actively and independently pursuing one's own goals/interests, without paying attention to the interests of the partner/partners involved in the conflict, and reflects the desire of one of the communication participants to take advantage, to assert themselves, to impose their vision and solution to the problem , not striving for joint actions. In psychology, such a strategy is defined as "struggle" - pressure on a partner aimed at weakening his position and strengthening his own behavior. The concept of "struggle" was analyzed by J. Lakoff and M. Johnson in the analysis of the conceptual metaphor "Dispute is war". As a result of this analysis, the researchers made the following generalizations: "We perceive the person with whom we are arguing as an adversary. We attack his position and defend our own. We seize territory. We develop and use strategies. If we are convinced that the position cannot be defended, then it should be abandoned and a new line of attack chosen. Much of what we do in an argument is partly consistent with the notion of war. Regardless of the nature of the argument (private or debated), J. Lakoff and M. Johnson [71] point out, the argument proceeds in terms of war, because such an understanding of it is built into the conceptual system of the culture in which we exist. In the framework of the reasoning of these scientists, the argument in this case can be compared with the concept of conflict, and the behavior of speakers is strategically confrontational. Based on the above arguments, it can be argued that the confrontational strategy is chosen by communicators mostly in deliberately created conflict and destructive situations, when the partner/partners deliberately go to conf ict and adhere to an unfavorable scenario of the development of the communicative situation.

The neutral strategy of speech behavior is characterized by the presence of one of the communication participants (or each of them) with an attitude to ignore the communication partner, the desire to avoid communication with a person who is potentially determined to cause communicative inconvenience to the interlocutor. Researchers consider such a strategic line of behavior as an avoidance strategy - refusal to participate in the conflict. Avoidance of the situation is manifested in the speaker's lack of desire to either actively interact with the partner regarding the differences that have arisen, or to make efforts to implement one's own communicative goals and interests in favor of the goals and interests of the partner. The cooperative strategy of speech behavior differs from the setting in communication on the communication partner. One (or both) of the participants in the communication wants to direct the conflict situation in a favorable direction, using various regulatory means. The cooperative strategy provides for the maximum realization of one's own interests in the event of a created conflict, but in a cooperative, peaceful way. Such a line of behavior is terminologically called constructive and is implemented through negotiations and directing the conflict into a rational format [7, p. 32].

However, in the case of choosing a cooperative strategy of speech behavior of communication participants, the conflict begins to perform positive functions, which can be reduced to stimulating changes, relieving tension, bringing partners closer together, as well as preventing stronger conflicts. The cooperative strategy of communicative behavior of communication participants changes the view of conflict as a pathology or anomaly, contributing to the understanding that conflict does not always and does not necessarily lead to destruction.

Tactics built on logical and psychological means of influence include:

— "reincarnation" tactics. If the strategic goal is to obtain the maximum amount of information, then A1 (addressee #1) can artificially create a gap in knowledge, transforming into a "dilettante", "ignorant", "provincial";

An example can serve

— tactics of "transfer" (T. van Dijk's term). If A1's speech contains negative information about A2 (addressee #2) that he needs to confirm or deny, the addresser can refer to the source of the negative information about A2, which allows him to shift responsibility for the information that threatens A2's "face" and preserve positive self-presentation in his eyes (They say that...);

— "generalization" tactics. it is used to show the typicality of the given information. Speech formulas of this tactic: this is always the case, you can face it every day, it is repeated endlessly and giving obvious examples, laws of nature.

"Since the earth revolves around the sun, as long as there is cold and heat, storm and sunlight, so long will there be struggle. Including among people and nations."

— "leading by example" tactics. It shows that the general opinion is based on specific facts (experience). Typical expressions: Here is an example, For example, last week..., Take our students... They... This tactic works when you need to explain a certain concept;

"In the Bible we find the text: "Since you are neither hot nor cold, I will spew you out of my mouth." This statement of the great Nazarene retains its deep relevance to this day." [43, p.56]

— the "surprise" tactic. This is the use of unexpected or unknown A2 information in speech;

— "provocation" tactics. For a short time, A2 causes a reaction of disagreement with the information presented by A1, in order to use this time to prepare for constructive conclusions, to clarify and more clearly define A1's own position;

— the tactic of "introducing an element of informality." It involves A1 telling A2 about his own mistakes, missteps, prejudices and their consequences, in order to show how he managed to avoid a one-sided approach to a certain problem and find a new solution to it. This makes it possible to overcome the restraint, bias of A2 and change his opinion in favor of A1;

— "direct inclusion" tactics. Such a move makes it possible to abandon a common introduction, especially if the partners are familiar with the subject of discussion and have a common position. This increases the informativeness of communication, helps to save time for discussing the problem;

— "yes-yes-yes" tactics. The partner is asked 3-4 questions to which he must answer "yes". Then, probably, A2 will also answer positively to the main question. This tactic was introduced by the ancient Greek philosopher Socrates to convince interlocutors;

— "black opponent" tactics. The partner is asked several questions with the expectation that he will not be able to answer any of them. Then A1 immediately produces the speech formula Here, you see, the question is not prepared. When using this tactic, it should be noted that there should be no more than three questions, otherwise it will turn into a demonstration of bias towards A2; the questions must be sufficiently complex and sometimes unanswerable, because if A2 answers the question, the tactic will not work; the main speech formula is uttered during A2's first difficulties with the answer to stop the speech interaction; you should not allow A2 to develop his answer or intercept the communicative initiative [26, p. 10];

— the tactic of "smearing the argument". A weak proof that can be easily challenged is accompanied by a compliment of A2. For example: You, as an intelligent person, will not deny...; Your honesty and integrity are well known to everyone, so you...; A person who is not sufficiently educated will not understand or appreciate the given argument, but you... Sometimes the addressee is

made to understand that they personally treat him with respect, appreciate his intelligence and recognize his virtues;

— the "proof from the contrary" tactic. A1 initially does not deny A2's arguments when he disagrees, even agreeing with some. Gradually gives other arguments that strengthen the position of A1;

— tactics "for yourself". Often, a teacher at school tells a student who is not very diligent: You are always late (you don't do it, you don't understand). The words constantly, always, etc. program A2 to perform these actions in the future. You should speak "for yourself" ("I") and inform A2 about your feelings, worries about A2's act, for example: When you come late, I worry; I'm sorry you're late;

"My Christian feelings tell me that my Lord and Savior is a fighter. They point to a man who once, being alone and surrounded by few followers, recognized the true essence of the Jews and called people to fight against them, and He (the truth of God!) was the greatest not only in suffering, but also in fighting." [62, p.31]

— "disguising" tactics, A1 hides his problematic identification (asymmetry of knowledge, experience, etc. with A2), when there is a threat to his positive self-presentation;

— the "prudence" tactic. A1 has expert knowledge, but in order to avoid unpleasant news for A2, he resorts to an incomplete description of the state of affairs, the use of euphemisms. Partial formulation softens the effect of extreme formulation;

— tactics of "causing anxiety." Psychological influence often occurs at the level of human feelings, primarily primitive ones (fear, anger, hatred) [64, p. 52].

"I have gathered you to clarify the situation, the political situation, so that it becomes extremely clear to you what my final decision is based on - to act immediately... No one knows how long I have left to live. Therefore - a collision right now... Close hearts against pity and sympathy! The cruelest course of action! Eighty million people must, finally, find their rights!... One way or another, the war cannot be avoided..." [16, p.22]

The threat is carried by certain words, and as a component of the expression of influence, the word can be a pragma - a unit in the semantics of which the orientation to the addressee is fixed. The pragmame within the utterance, which aims to influence A2, performs the function of manipulating A2's consciousness;

— the tactic of "one's own - another's." With the help of this tactic, a person's social well-being is manipulated. The division into "ones" and "others", the desire to "be like everyone else", the awareness of one's place in the language group — all this determines the behavior of speakers! By

using we instead of I, A1 automatically combines his position with the position of A2: We all like to travel (gifts, delicious food), etc.

"We will not tolerate anyone in our ranks who attacks the ideas of Christianity ... in fact, our movement is Christian..." [65, p. 26]

1.2. Characteristics of strategies and tactics

To date, there are many studies in which aspects of strategic competence formation were studied in the course of mastering English-speaking communicative competence.

However, modern scientific and methodological literature does not provide a single view on the structure and content of educational and strategic competence, and there are no specific requirements regarding the level of mastery of educational and strategic competence of students of language educational institutions. Therefore, in order to ensure the proper level of mastery of English-language communicative competence, it is necessary to establish the structure and content of educational and strategic competence, which substantiates the requirements for the possession of educational strategic competence by students of language educational institutions. Thus, we will analyze the concepts of strategy and strategic competence separately.

The term "strategy" in the general European sense is a disciplined and controlled line of behavior with certain goals, which is chosen by an individual in order to fulfill a task that he sets for himself or that he faces" [15, p. 10].

In general, it is not possible to clearly divide strategies into educational and communicative ones, since a strategy can be educational when learning a foreign language and at the same time communicative when using it in communication.

There are two methods for mastering strategies: inductive, based on the use of strategies before their explanation, and deductive, based on getting to know the strategy before using it when performing exercises [66, p. 12].

1.2.1. Concept of strategy and strategic competence

In modern psychology, the term "competence" is interpreted as being ready for a certain activity. This opinion is also held by S. Zygmantovich, the author believes that competence is an integrated quality of personality [30, p. 23].

Thought is manifested in the general ability and readiness for activity, which is based on knowledge and experience acquired in the educational process, as well as directed to individual and successful participation in activity. The main elements of competence are not just information, which changes quickly, but knowledge. These are different types of knowledge that need to be able to find and direct to the source of a certain activity; to be able to apply this knowledge in a certain situation; to understand which method to acquire this knowledge; evaluation of certain knowledge and the method of their use, which is necessary for one's activity.

The term "competence" is interpreted in different ways:

1) as a measure of proper knowledge, skills and experience of an individual of a certain social and professional status, respectively, the level of complexity of tasks and solved problems;

2) as a sphere of rights of management, officials, who have a list of issues on which decisions are made [33].

As we noted, "competence" and "competence" are the main types of the competence approach, so they have similarities in different languages of the world. The not always accurate translation of the terms "competence" (pl. "competences") and "competency" (pl. "competencies"), for example from the English language, often causes incorrect explanation of their meanings and the use of these words.

The concepts of "competence" and "competence" are often confused, but the concept of "competence" is broader in nature than "competence", it can be said that competence contains categories and one of them is competence. Also, by competence we understand the totality of achievements of a person's professional activity; the ability to master theory and practice, as well as to have professional experience in one's field, to recognize and solve certain problems in one or another field [43, p. 56].

The term "strategic competence" appeared in 1980, the authors of which were M. Keneil and M. Swain, who studied the problems of teaching and mastering foreign languages. It should be noted that scientists considered strategic competence as a component of communicative competence. According to the authors, strategic competence "consists in the perfect mastery of verbal and non-verbal communication strategies that can be used to compensate for a breakdown in it caused by the existing conditions of the communication situation that limit it, or imperfect competence in one or more areas of communicative competence, and to increase the effectiveness of the communication process" [42, p. 30].

After analyzing the statement of I. Zyazyun, it was found that competence as a property of an individual exists in different forms - as a high level of skill; as some summary of an individual's self-

development, a form of manifestation of abilities; as a way of personal self-realization (habit, lifestyle, hobby) [29, p. 18].

In other words, strategic competence consists in removing insufficient knowledge of the language from the process of communication in a foreign language. That is, it allows students to overcome difficulties that arise in the process of communicating in a foreign language.

According to T.Oliynyk, strategic competence is cyclical, that is, each of its cycles includes certain levels: understand and analyze one's own strategies; enrich the volume of strategies as a result of collective discussion and own observations; familiarization with other strategies; training new strategies, choosing the most effective of them; use of "fading prompts"; conclusions regarding expedient strategies [45, p. 9].

Strategic competence takes into account the presence of knowledge of verbal and non-verbal means to replace gaps in communication in the possession of a foreign language, grammatical forms, knowledge of word formation, which contribute to the use of good guesswork; models of a set of speech actions and speech behavior after obtaining the result of established communicative tasks; skills and abilities used by these strategies [39].

According to I.Potyuk, the main thing in acquiring knowledge of a foreign language is that strategic competence includes educational and communicative strategies. Learning strategies help to master a foreign language in general, and communicative strategies are aimed at combating communication problems. Often, researchers of this problem consider educational strategies as a broader concept or emphasize that the use of communicative strategies supports the development of educational strategies [46, p. 227].

Having analyzed the work of L. Bachman, we can say that strategic competence is a way of avoiding difficulties, as well as a basis for effective consumption of linguistic units. L. Bachman created a model of strategic competence and its components, namely: predict language goals; plan the use of effective language techniques and select a program of application of these techniques to achieve the set objectives; execute the program built according to the plan; to assess the degree of achievement of the set objectives [59, p. 83].

L. Kareva paid special attention to strategic competence in terms of cultural dialogue. According to the researcher, strategic competence is directly included in communicative competence, as a result of which she obtained the following conclusions: it is possible to improve the skills and abilities of foreign language communication with the help of a communicative method using strategic competence, by using a communicative strategy through communication in foreign languages, mastering the non-verbal forms of behavior of speakers of the language being studied ; to study the

communicative strategy, it is necessary to use varieties of oral communication and to combine the study of language and culture, to focus on the abilities of the individual, thanks to which a person can communicate on an intercultural level, achieving an understanding of the interlocutor; it was possible to identify and describe the skills that use strategic competence and to emphasize groups of communicative strategies that are equivalent to circumstances in oral communication [32, p. 28].

So, we define strategy as the process of developing and implementing a communicative task, which is set with the goal of effective influence on the addressee. Within one strategy, several speech tactics that work for it can be singled out. Tactics are a set of speech tools that allow you to implement a strategy.

Strategic competence is the proper use of verbal and non-verbal communication strategies in the process of communication, in order to compensate for difficulties in communication; compensate for insufficient communicative competence; achieve communication goals and objectives; increase the effectiveness of the communication process; prevent breakdown in communication; it is better to learn the language and gain speech and social experience of communication in a foreign language.

1.2.2. Structure of strategic competence

Strategic competence presupposes the presence of knowledge of one's own individual psychological characteristics (verbal and non-verbal means of communication to cover the shortcomings of foreign language proficiency); learning strategies (knowledge of grammatical units and word formation that help to use logical guess); communicative strategies (using the model of actions and behavior in speech to obtain a positive result of the set communicative goals) and appropriate abilities and skills (to be aware of one's own individual psychological characteristics); selection and appropriate use of educational strategies in tasks and individual psychological features; selection and use of communicative strategies according to the communication situation [30, p. 43].

Strategic competence is implemented by using strategies of two types: educational and communicative. In general, strategies are not clearly divided into educational and communicative, because during the study of a foreign language, the same strategy can be both educational and communicative, for example, when using it in real communication.

The strategies of these groups are divided into direct, indirect and compensatory. Direct learning strategies relate directly to actions with language and speech material. These are memorization strategies (mnemic strategies) and cognitive strategies. They form skills in vocabulary, grammar, phonetics, spelling and develop the ability to read, speak, write and listen, that is, they optimize the processes of formation of language and speech competences [30, p. 46].

Memorization strategies can be used to learn language material and to build speaking competences. They include strategies for creating mental connections: classification, grouping, association, use of various image methods, maps, diagrams, key words and words about oneself [30, p. 47].

Cognitive strategies are used to analyze and transform educational material. They outline the selection of material in accordance with the purpose of learning, finding the necessary information, highlighting the main idea, working with sound and graphic forms, applying formulas according to the sample, crossing the material, contrasting and comparative analysis of expressions, translating their meaning, summarizing the main points from the text, compiling the program and definition of theses, analysis of the work.

The following cognitive strategies play an important role in processing grammatical material: clarification of rules and selection of cases for them; individual compilation of rules based on examples of the use of grammatical structure; construction of a model of illustration of grammatical material; deductive justification and argumentation of grammatical phenomena. For teaching reading and listening, important strategies are those that determine the type, actors, time, place of the text listened to or read.

Since writing is closely related to speaking, the above strategies can be used to develop strategic writing competence. Cognitive strategies can be used in written communication: checking what is written, jotting down thoughts during written work, paraphrasing or replacing words [30, p. 448].

Indirect strategies are more related to the educational process, however, many of them are important in communication, so they can also be classified as communicative strategies - they support and adjust the learning of a foreign language based on the student's educational activities, emotions and behavior, without using language. They are divided into social, affective and metacognitive [30, p. 49].

Social strategies involve the ability and desire to communicate in a foreign language with teachers and peers and persons who speak the given language. We can highlight the following social strategies: asking for help and explaining the incomprehensible; ask questions to clarify, confirm or correct certain information; creation of small groups for joint learning; cooperation with native speakers; communication via the Internet; the ability to adapt to others - to develop an understanding of the culture, thoughts and feelings of others, an understanding of the culture of the people whose language is being studied [30, p. 49].

Affective strategies help to overcome fear, are a means of self-encouragement, associative words - "control of emotions", "positive thinking" [47, p.175]. They include: reducing anxiety with

the method of self-soothing and meditation; the ability to turn on music in the background during classes and independent work; watching films in the foreign language being studied; creation of positive attitudes (about the possibility of completing the task); overcoming the fear of mistakes when communicating in a foreign language [30, p. 49].

Metacognitive strategies keywords - "organize", "plan", "check", "evaluate" - are strategies that include concentration on learning, thinking about the learning process and its planning, the ability to manage the learning process using certain strategies during the task, allocation of primary and secondary; planning the sequence of one's work with language and speech material; establishing a linguistic connection between new and already learned material; the ability to correctly plan repetitions; maintaining a dictionary to record new words; self-testing of language use using the following components: visual monitoring, audio monitoring, grammatical monitoring; self-control and self-assessment of learning results.

Metacognitive strategies can also be used in real communication in a foreign language. Compensatory strategies can be considered communicative strategies, but they can also be used in the process of mastering a foreign language, the key words are "overcome", "solve" (methods are used for a person to find a way out of a situation due to the lack of necessary knowledge and skills and their replacement). They are conditionally divided into two subcategories: educational and communicative [20].

Since these are learning strategies, they have repetition induction, transfer, classification, deduction. Regarding coverage, this subtype of compensatory strategies is divided into: Grammatical (linguistic) – cover the imperfection of language competence development [66, p. 47].

They are accordingly divided into grammatical, phonetic and lexical. Sociolinguistic (compensating for the lack of development of sociolinguistic competence) [71, p. 175]. Cooperation strategies belong to this group. Discursive - cover problems arising in the process of speech, for example: creation of speech; emphasis on feelings and attitudes; maintain a conversation; specification of circumstances [70, p. 35].

This item also includes cooperation strategies: asking for help; assign roles and tasks; come to an agreement; get along with the interlocutor [29, p. 45].

The last group of compensatory strategies is divided into types of communicative activity in case of difficulties: receptive strategies (Perception); productive strategies (Production); interactive strategies (Interaction); mediating strategies (Mediation) [28, p.128].

Compensatory communicative strategies are plans that are able to solve problems in order to achieve communicative goals. In pedagogy, compensatory strategies are given, which are compared

with reductive strategies or avoidance strategies. They aim to avoid risk by: changing the purpose of their speech; apply this goal in competence; avoid problematic topics, difficult messages and critical statements; message collapse; replacing the essence of the concept [28, p.128].

Based on the analysis of scientific and methodological literature [28, p.128], we determined the requirements for possessing strategic competence, which includes strategies used in the educational and cognitive process with the help of skills and abilities.

Thus, in the first year, students should master the following types of strategies:

1. Educational strategies: the goal is cognitive (following the existing plan; controlling actions according to the existing plan; searching and selecting information from various sources; checking the correctness of the obtained result; self-evaluation of the results; keeping records of information sources; keeping dictionaries, summaries, etc.; definition and solution problems; self-examination and replacement, if necessary, of learning strategies; evaluation and analysis of the text; self-control of the use of language tools; rational distribution of time on the exam); cognitive (establishing an association with the phenomena of the native language; asking questions to expand ideas and knowledge about a certain situation; sharing knowledge using graphic bases; setting rules with the help of examples; using illustrative and intonation bases; transcribing words, phrases, sentences and texts; remembering linking of lexical units); assimilation of information (associative relations, memorizing rules, using one's own imagination, using reference words, working with new sources)) [28, p.128].

2. Strategies of language use in speech activity: selection of lexical and grammatical information and its repetition; involvement of speech clichés in the work; ask for help from the interlocutor [67].

3. Communicative strategies: compensatory (being able to guess the topic and purpose of the text based on the illustrations, title, main words; language simplification and the meaning of words; selecting key words; repeatedly listening to unclear fragments of the phonogram; overcoming limitations in speech activity and the ability to paraphrase; social (being able to work collectively to achieve educational goals; Internet - communication); affective (preventing anxiety during communication) [11, p.3].

In the second year, students of language educational institutions must master the following types of strategies:

1. Educational strategies: metacognitive (specifying learning goals; building a plan according to the given goals; developing templates for oral and written communication tasks; working with various sources of information and taking notes; checking the implementation and results of the set goals); cognitive (differentiation of facts and views; analysis of different views; consideration of new material holistically; comparative analysis of native and foreign language events; construction of

tonegrams of fragments of written and oral texts; construction of diagrams and tables; ways of successfully memorizing information; quick review of information in order to determine its importance) [28, p.128].

2. Strategies of language use in speech activity: intensive involvement of new materials with preparation before that; research of language units; emphasizing communication intentions; increasing the scope of the task; activation of linguistic, sociocultural and linguistic knowledge; establishment and verification of communicative assumptions; studying problems in the views of interlocutors or in information; monitoring the success of interaction [67].

3. Communicative strategies: compensatory (using a variety of solutions, using the connection of background knowledge, morphological analysis and determining the meaning of the structure of lexical units; preventing difficult topics in communication); social (for the purpose of correction, to be able to ask questions; cooperation with other students; to be aware and understand the feelings and thoughts of people of another culture, to be able to provide information about oneself); affective (independent encouragement to work; management of emotional stress) [1, p.11].

Requirements for students include the ability to use the following types of strategies:

1. Educational strategies: metacognitive (analysis of personal needs and the purpose of learning English; building a step-by-step plan of tasks; analysis of the correspondence of the result to the set goal; analysis of the correspondence of strategies to the goal and the achieved result; setting an educational goal in communication; solving problems for the successful outcome of the assigned tasks); cognitive (summary of work; explanation of work summary) [28, p.128].

2. Strategies of language use in speech activity: guide the discussion process; observing the reaction of people communicating; identification of linguistic and extralinguistic material; introduction of possible methods of interaction in communication; search for understanding with the interlocutor; observation of the ratio of interaction of tasks) [67].

3. Communicative strategies: social (cooperation with persons who speak a foreign language; creation of educational collective practice of communication) [1, p.12].

Students should master the following types of strategies:

1. Educational strategies: metacognitive (analysis of the effectiveness of individual strategies for mastering the English language; review of the ratio of new conditions to existing knowledge and skills; monitoring of compliance of the current result with the goal; planning and organization of an independent scientific project; note-taking of researched results); cognitive (analysis of problems and regularities of various events) [28, p.128].

2. Strategies of language use in speech activity: the emergence of a dynamic meaning of an expression [67].

3. Communicative strategies: social (subordination to the educational practice of communication and evaluation of its indicators) [1, p.11].

Therefore, the structure of strategic competence assumes the presence of knowledge of personal individual psychological characteristics, learning strategies, communicative strategies and relevant skills and abilities that allow using these strategies in accordance with the task, individual psychological characteristics and the communication situation. Strategies are classified into three main groups - educational strategies, strategies for using language in various types of speech activities, and communicative strategies, in turn, each of these two groups of strategies includes direct, indirect, and compensatory strategies. At each stage of training, the limits of students' mastery of the specified strategies are expanded.

1.2.3. Approaches and principles of formation of strategic competence of students of language educational institutions

Students who acquire knowledge in language higher education institutions receive two types of education: firstly, it is the specialty of philologist, secondly, it is the specialty of a foreign language teacher. Successful formation of strategic competence of students of language educational institutions involves the use of a number of approaches in the educational process.

The most generalized among the approaches to the training of foreign language specialists is humanistically oriented, which cites a modern model of domestic education and explains the principles of its organization, which include the principles of: individualization, humanization, the basis of the real experience of the student and his cooperation, developmental training, positive attitude to work .

Humanization of education embodies the idea of a student's ability to comprehensively improve himself, show and form his abilities and skills within the framework of the moral and psychological environment of the educational process, the necessity and expediency of giving them independence, opportunities for self-realization [32].

The personally-oriented approach uses the construction of a project of content and methodological support taking into account: individual personal characteristics (emotional, cognitive, motivational, communicative processes and, in particular, abilities, needs, motives, interests, qualities of students); personal resources (methods, knowledge and skills based on individual experience) [32].

According to V. Serikov, the personally-oriented model of education includes the functions of self-realization of the individual: the function of reflection; selectivity function; function of being 20 (search for the meaning of life and creativity); formative function; responsibility function; the function of individual autonomy [30, p. 45].

Pedagogical conditions for the implementation of this approach are the systematic conduct of psychodiagnostics, as well as adequate pedagogical support for training, which includes a large number of methods, organization of different levels of complexity of training at the same time. Problem-searching, active, research and interactive methods are essential for this approach. Mastery of general educational skills is aimed at: setting the goals of the lesson, determining the level of personal requirements based on the analysis of goals, tasks and questions during the thematic attestation; evaluation of collective and individual written or oral activity.

From a didactic point of view, this approach is guided by the principles of: individualization of differentiation, [68, p. 261], the variety of educational material, the basis of the personal experience of the student. The application of the competence approach determines the competence theory of national education and the specificity of the subject of this study.

Psychological-pedagogical and operational preparation of the student for the emergence of foreign language strategic competence is carried out in the "competence" format, that is, through the student's comprehensive mastery of knowledge, skills, abilities and methods of activity for the development of his abilities and valuable guiding principles.

Among the methods of the competence approach, the following are distinguished: project methods, portfolios, which explain the goals of this approach and are marked by the active activity of the subjects of training. It is proposed to use the method of modeling life situations. Variability is an important condition for the effectiveness of the above-mentioned methods, and the best forms of training are group and individual.

The activity-oriented approach is determined by the tasks: the need to improve in two main types of activity - educational and professional [65, c. 109]. The student himself has the opportunity to be the subject of the activity if the following internal conditions for the implementation of the activity exist: compliance of the activity with the subject's internal motives, interests and needs; the student's awareness of tasks, problems, implementation conditions, evaluation criteria and predicted activity results.

These conditions are the main logical stage of activity where "subjectivation" takes place. They have been activated to the orientation-updating stage of preparation. Its completion is due to the introduction of didactic principles of individualization and orientation to practical activities.

Activity planning is considered to be the second stage [65, p. 104], by which we understand the design by subjects of preparation of means and methods of solving the set training tasks. The adaptation of the principles of developmental education, the basis of the student's personal experience, and the cooperation of participants in the educational process is a prerequisite for the implementation of the second stage.

Their effectiveness can be evaluated by comparing the purpose of this activity with the results obtained, and the optimization of the final result can be obtained by making appropriate corrections, the experience that the student receives at this stage forms in him stable individual attitudes to the use of various techniques, means and methods of action that are effective struggle with similar problems, which contributes to the emergence of a personal style. To activity methods and tasks, researchers include: complex tasks; simulation activity tasks; project tasks; self-control and self-sufficiency [69, p. 10].

Group and individual training are considered the main activity methods of the training organization. The technological approach means the design process at the level of pedagogical technology, as well as the readiness of students to create personal technologies for the formation of foreign language strategic competence in future pedagogical activities.

The concept of "pedagogical technology" is understood as the structure of teacher and student activity, the actions of which are directed in a certain sequence, and its implementation entails the achievement of the desired result. The use of this approach makes it possible to build a project of the preparatory process, forms of organization of interaction between the teacher and the student, guaranteeing positive results and minimizing possible problems. From a didactic point of view, the basis of this approach is the principle of scientificity [71, p. 179].

The axiological approach consists in the fact that the specifics of their value orientations are subject to purposeful influence, the consequences of which are assessments at the beginning, during training and upon its completion. This approach plays with the principles of humanization and individualization [71, p. 184].

A synergistic approach creates pedagogical conditions to improve the results of educational activities, motivates students to creative activity. Synergy in pedagogy is determined by the formula: $1+1>2$ and is interpreted as the result of the activity of each student in cooperation with others, which is greater than individually [61, p. 22].

The methods implementing the explanation of the synergistic approach are problem-searching and interactive, the form is group, and the principles are: cooperation, collective interaction, individualization, the basis for the student's personal experience, humanization.

The understanding of this approach is based on the following provisions: educational activity takes place within the framework of a self-educational model, which is interpreted as a conversation between a teacher and students, which aims to solve a problem situation under conditions of uncertainty, by using certain methods and tools; active collective work of students to solve the problem situation; the teacher's task is to create certain conditions for students to acquire knowledge individually through creative thinking; as well as "to manage without managing", i.e. to push students towards adequate ways of development, with the aim of overcoming the disorganization and spontaneity of their activities, without affecting the personality of the student himself [52, p. 15].

The activity between the teacher and the students can be explained as the work between two parties who are actively learning from each other; the structure and methods of pedagogical influence are consistent with the leading professional labor activity [52, p. 56].

The described approaches determine the use of certain principles in the educational process of language educational institutions [56].

The principle of humanization orients the content, purpose, forms and methods of the educational process to the student's personality, harmonization, "humanization" of its development and creative self-expression. The main features of this teaching principle are the following: the teacher's positive attitude towards students; development of student's stimulating qualities; use of dialogic speech in education; humanistic type of education [56].

The principle of cooperation is guided by the use of a facilitating function on the part of the teacher training foreign language specialists. That is, this process directs students to independently search for answers to the questions posed or master skills, skills and methods in educational activities. Positive facilitation dictates to the teacher compliance with certain conditions: advance planning and preparation for the lesson; building a plan for solving issues; the structure of relevant means and methods. This principle makes it possible to develop abilities, to form interests, motives; learn ways of doing things, get individual experience.

It is characterized by interactive and search methods of learning. Thanks to the use of group and individual forms of work, students choose the most optimal ways of solving educational and cognitive issues in cooperation with the teacher. [52, p. 57].

The principle of collective interaction continues the previous didactic principle, but requires cooperation between students. It is explained as a way of organizing learning, with the help of which students actively communicate by exchanging information with each other. The main indicators of the effectiveness of this principle are: increase and improvement of student's knowledge, abilities and skills; in the process of students' communication, create conditions for the formation of mutual

relations characteristic of the team; creating a common basket of information. The forms shared with this principle are group, and the methods are interactive. [56].

The principle of individualization determines the purposeful development of the student's personal and psychological characteristics and potential, guided by the forms and methods of his training. For example, motives, interests, peripheral abilities, personal qualities, higher cognitive functions, as well as knowledge, abilities, skills and methods of cognitive and practical activity are subject to direct development. The organization of training according to this principle helps to create in students an individual style of educational and further pedagogical activity while forming foreign language strategic competence in students based on an already existing style [56].

The main requirements and specifics of this principle are considered to be: personal – typological data of students, according to which they are divided into situational homogeneous groups; preparation of individual tasks with a predetermined goal for students of each group; ensuring employment and increasing mental workload of students; optimal alternation of individualized with non-individualized training; preference is given to active learning methods.

This approach can be guided by the forms and means of individual tasks, designed according to the interests, needs and abilities of students, designed for independent implementation, taking into account the consultation of the teacher.

Such training requires methods of implementation, namely: preparation of essays on the formation of foreign language strategic competence by students; drawing up projects; writing research papers; development of visual didactic materials; participation in competitions in the educational process.

The means of the group form are: finding alternative means and methods of activity in teaching students, taking into account their abilities, interests and needs; changing the level of difficulty of one task for students of different levels of education; compilation and completion by each student of a "Portfolio of strategies", which includes ways to overcome difficulties in learning a foreign language; creation and completion by the teacher of individual development plans for each student [56].

The principle of the unity of socialization and individualization, which is characterized by the following features: involvement in the educational process of both collective and individual forms and methods of learning and upbringing, which correspond to the social nature of the personality, social and its biological, individual nature; taking into account the individuality of each student in the performance of group tasks; the optimality of the combination of independent and group forms and methods of training is guided by the age, individual, psychophysiological, typological, as well as ethnic and national characteristics of the subjects of training and the logic of the training process [56].

The principle of the basis on the personal experience of students means taking into account and actualizing in the course of preparation the experience of each student obtained in the process of studying in previous years. The main assets of the student, which form the basis for the growth of activity readiness, are: intelligent use of certain strategies and techniques for solving educational and communicative issues in the process of mastering a foreign language; a valuable attitude to the personal effectiveness of various strategies and techniques that serve as ways to eliminate problems in the process of learning a foreign language.

Therefore, this experience gives the student the opportunity to evaluate the overall effectiveness of his personal style of activity in education, to select strategies that more expediently fulfill their functions, to transform the personal-rational style [56].

The principle of activity, consciousness and independence of students is a continuation of the activity-oriented approach, it is characterized by the main features: students are subjects of activity in education, who are aware of the tasks, goals, content, conditions, stages, means and the predicted result and its importance, and as well as indicators for evaluating the results of individual training for the formation of foreign language strategic competence in students, motivating the influence and prerequisite of their active participation in organization, implementation and evaluation; explaining to students the purpose and specifics of the approaches, methods, principles and forms of learning applied to them, which form foreign language strategic competence; this use of ways of including activities in active and interactive learning methods; awareness of the importance and practical value of knowledge and skills; the ability to adequately evaluate and analyze one's successes and failures; using this principle increases the level of individuality of students [56].

The principle of visualization embodies the idea of involving the senses in learning. Activation of students' activities is the main function of using visualization. The use of pre-prepared visualization to illustrate difficult theoretical material when using traditional or non-traditional methods becomes a pre-prepared phonic group of visualization. The phonics group is used as an original type of presentation of case method materials. The principle of visibility is correlated with frontal and group forms of organization of training [56].

The principle of developmental education is interpreted as a number of characteristic features: the teacher organizes the independent collective and distributed activity of students, relying on his ability to organize individual research work of students; guidelines for the personal development of the teacher (type of cooperation in conflict; value-goals: development, creativity, interesting work; value-means: courage and sensitivity; style of active self-development; student learning through dialogue with classmates and teachers; based on educational tasks and problems that are close to the

student, new actions and methods of action are presented [56, p. 8]; the knowledge acquired in the process of preparation should be characterized by systematicity, which can be achieved by involving students in the individual use of additional literature and the formulation of the main material in in the form of theoretical propositions; training aims at forming a student's creative independence by developing his organizational skills and strong-willed qualities; the formation of students' interest in knowledge and the desire and ability to learn is the result of the effective implementation of this principle.

The developmental principle is guided by the following methods of organizing learning: problem-based, problem-searching, research and independent work. And the form, accordingly, is group [56].

The principle of changeability of educational material is a didactic basis for improving learning. The use of this method in the educational process involves the use of various methods and forms of activity in learning, reproduction of various situations in learning, which will help to master the language faster. This principle stimulates students' curiosity to participate in learning, promotes better memorization and attentiveness, and promotes the formation of reflective skills [56].

The principle of practical activity orientation adjusts students to the conditions of future professional activity. In pedagogical specialties, the application of this principle contributes to the development of students' psychological and pedagogical readiness for the learning process of its practical, theoretical and intra-personal components. It should be noted that the training of students should be professionally oriented.

This principle uses the forms and methods of education that structure the situations of pedagogical work and encourage students to solve the issues veiled in the tasks of different modes of work. Such tasks should include: case methodology, partial search method, role-playing games [56].

The principle of positive emotional coloring is explained by students' satisfaction with the preparation process and their educational achievements. The conditions for the implementation of this principle are: the structural humanistic opinion of the teacher as an organizer of educational activities; creation of successful situations by the teacher that realize the cognitive and creative potential of students; the ability to take into account individual characteristics, needs, interests and experience of students during the selection of materials, methods and forms of education; students' understanding of the criteria and methods of evaluating their own educational achievements; cooperation between students and the teacher during the design, planning and control of individual training; the possibility of correcting the forms, methods and content of education in order to improve the significant achievements of students [56].

The principle of scientificity is a traditional didactic prerequisite for the organization of education in higher education institutions and, accordingly, the basis of its theoretical and practical value [56].

So, the approaches that ensure the implementation of the task of forming strategic competence in students of language majors are: the principle of humanization, the principle of cooperation, the principle of collective interaction, the principle of individualization, the principle of a reasonable combination of collective, individual forms and methods of educational work or the unity of socialization and individualization, the principle reliance on the real experience of subjects of study, the principle of consciousness, activity and independence of subjects of study, the principle of visuality, the principle of developmental learning, the principle of variability of educational material, the principle of orientation towards practical activity, the principle of positive emotional coloring, the principle of scientificity.

The effective formation of strategic competence is made possible thanks to the implementation of the following principles in the educational process: the principle of individualization, the principle of cooperation, the principle of reliance on the real experience of subjects of training, the principle of developmental training, the principle of variability of educational material.

CHAPTER 2. SYSTEM OF EXERCISES FOR FORMING STRATEGIC COMPETENCE OF STUDENTS OF LANGUAGE EDUCATIONAL INSTITUTIONS

2.1. Exercises for the formation of strategic competence in listening

2.1.1 Listening as a goal and means of learning

Oral speech recognition, or listening, in terms of teaching this type of speech activity, is a complex and far from solved problem. But it is precisely listening (as many domestic and foreign methodologists say about this) that determines the success or failure of all practical language teaching in the future.

Starting a conversation about listening, first of all, it is necessary to accurately and clearly formulate the definition of this concept. Listening is the process of perceiving sounding speech; listening (as acoustic perception of the scale), understanding and interpretation of information perceived by ear.

It is a perceptual mental mnemonic activity. The process of perception consists of the analysis and synthesis of multi-level linguistic units (phonemes, morphemes, words, sentences), as a result of which the perceived sound signals are transformed into a semantic record (i.e., semantic understanding occurs).

The correlating nature of the relationship between the analyzers and the laws of inner speech testify to the close relationship of listening with other types of speech activity (RD).

Distinctive features of listening as a type of RD were identified by I.A. Winter:

1. By the nature of speech communication, listening, as well as speaking, refers to the types of RD that implement oral direct communication (although information can be transmitted by technical devices);

2. In terms of its role in the communication process, listening is a reactive type of RD, just like reading;

3. By focusing on receiving or issuing information (voice message), listening is a receptive type of RD (as opposed to speaking and writing);

4. The main form of the flow of audition is internal. The basis of the internal mechanism of listening is such mental processes as listening, attention, recognition and comparison of language means, their identification, anticipation, grouping, retention in memory, inference - that is, the

reconstruction of someone else's thought and an adequate reaction to it. Consequently, the subject of listening is someone else's thought, encoded in the text and subject to recognition;

5. The product of listening is a conclusion, and the result is an understanding of the perceived semantic content and one's own response behavior - verbal or non-verbal. You can verbally respond to what you hear, take note of the perceived information and store it in memory until it is needed, you can respond to the received information with adequate objective behavior. [22, p. 259]

In real communication, people have to listen a lot, and our further reaction and actions depend on how accurately and fully the received information is perceived. Therefore, one of the most important goals of teaching a foreign language is to teach students to perceive sounding speech in a foreign language.

Listening as a type of RD can be the goal and means of learning. So, in situations of real communication, listening acts as an independent type of RD. Typically, this happens when we listen to:

ads;

radio and television news;

instructions and assignments;

lectures;

speech of the interlocutor;

performances by actors, etc.

In real life, we tend to combine the perception of speech from hearing with other activities: observation, speaking, writing. But in most cases, it is enough just to understand what is at stake for successful functioning.

In the classroom, it is practically impossible to form any speech skill or language skill in isolation. Using audio materials in the lesson, we cannot ignore the development of phonetic, lexical and grammatical skills. Audio texts also offer certain information for reflection, which, in turn, serves as the basis for the formation and development of speaking and writing skills. In this scenario, listening acts as a learning tool. It is almost impossible to draw a clear line here. Since speaking, for example, it is impossible to learn without listening. Together they form one act of oral communication. Listening is derivative, secondary in the process of communication, it accompanies speaking and is synchronous with it.

Listening has not received enough attention until recently. N.I. Gez defines the first reason as follows: "listening has so far been considered as a by-product of speaking, therefore, work on it is episodic and is based on speech messages presented by the teacher in such a form that is most

acceptable for a particular class and, as a rule, very far from the perception of speech in natural conditions. [18, p. 17]

N.V. Elukhina also believes that one of the reasons for the lack of attention to listening on the part of methodologists and teachers is the fact that, until recently, listening was considered an easy skill. There was a point of view that if, when teaching oral speech, the teacher focuses all his efforts on speaking and ensures that this skill is mastered, then students will learn to understand speech spontaneously, without special purposeful training [26, p. 9]. The incorrectness of this point of view is proved by both theory and practice. The second reason is the poor awareness of teachers about the psychological and linguistic difficulties of listening, the levels of perception, the stages of working with audio texts.

Therefore, listening should be the subject of close attention of the teacher, who needs to use special tasks in the classroom aimed at the formation and development of this important type of speech activity.

Tasks for developing listening skills are different at different stages of learning. They depend on the learning objectives set by the teacher and become more complex as the material being studied becomes more complex. In order for this type of learning to be interesting to students or not to bore them, the teacher needs to diversify as much as possible both the tasks for listening and the types of comprehension control.

To implement effective listening training, it is necessary to clearly understand and understand the psychological characteristics of this type of LD.

The process of perceiving speech by ear is distinguished by an active, purposeful nature, associated with the performance of complex mental and mnemonic activities, the success of which is facilitated by a high degree of concentration of attention. Attention arises with the help of emotions and develops due to them, however, in a person, emotions always manifest themselves in unity with volitional processes.

The success of listening depends, in particular, on the need of schoolchildren to learn something new, on the presence of interest in the topic of the message, on the awareness of the objective need to learn, etc., i.e. from the so-called subjective factors that contribute to the emergence of attitudes towards cognitive activity.

Thoughtful organization of the educational process, clarity and consistency of presentation, maximum reliance on active mental activity, a variety of teaching methods, clarification of perception tasks allows you to create internal motivation, direct students' attention to moments that will help program future practical activities with the perceived material.

Research in the field of psychology, mainly formulated by N.I. Zhinkin, the patterns of discrimination and recognition in auditory perception, greatly helped methodologists in determining the main mechanisms of listening. Knowledge of these mechanisms, as a rule, is necessary for a teacher in order to develop the ability to perceive information by ear in those who do not own it and to determine ways to improve this skill with the help of a well-organized system of exercises and tasks.

One of the mechanisms of listening is speech hearing (intonation and phonemic), which is one of the main conditions for successful learning of a foreign language. It provides the perception of oral speech, dividing it into semantic syntagmas, phrases, words.

When perceived by ear, a phrase as one of the units of perception is understood not only through analysis and subsequent synthesis of its constituent words, but as a result of recognition of informative features. Intonation is considered to be the most informative feature, since it has "perceived qualities", thanks to which the listener can segment speech into syntactic blocks, understand the connection between parts of the phrase, and, consequently, reveal the content.

If it is customary to understand intonation hearing as the ability to perceive the intonation structure of a phrase and correctly correlate it with the intonational variant, then phonemic hearing is understood as the ability to distinguish speech sounds and identify them with the corresponding phonemes. Phonemic hearing, as well as intonation, is necessary not only for the formation of adequate acoustic-articulatory images, but also for the use of patterns available in memory when recognizing new messages.

But good speech hearing is not enough to understand oral speech. The recognized unit must be kept in mind, compared with the standard value, remembered for further operations with it. Therefore, memory is the next important mechanism for listening.

In psychology, there are two types of memory: long-term and short-term. The latter retains the perceived for 10 seconds. During this time, there is a selection of what is essential for a person at the moment. However, selection can occur only in the case of recognition, and recognition is a comparison of what is perceived with the standard stored in long-term memory. It follows that both types of memory are extremely important for the process of understanding speech from the ear.

But in this case, we are most interested in the type of memory, which in psychology is called "working memory". Working memory is a type of short-term memory that can retain information for more than 10 seconds.

The next listening mechanism is probabilistic forecasting - generating hypotheses, anticipating the course of events, which makes it possible to predict its end at the beginning of a word, phrase, sentence, whole statement.

The linguistic basis of forecasting at the phrase level is also the types of syntactic links, the ability to keep traces of a series of words in memory. Of particular difficulty are complex syntactic constructions. For their understanding, an intermediate transformation is required, which provides mental segmentation of complex phrases with simultaneous, rather than sequential, visibility of the entire structure.

Forecasting at the text level (semantic prediction) is associated with additional complexities. Even an experienced auditor is not always able to keep all the information, combine disparate facts into a common context, understand the motives and hidden meaning of the message. This requires the focus of attention, interest in the topic of the message, a certain speed of mental processing of information; as well as knowledge of the context and possible situations, which in turn involve the use of certain structures, clichés, speech formulas.

Accordingly, the larger the volume of the semantic field, the stronger the lexical and grammatical skills, the better a person knows speech situations, the easier it is for him to recognize them by ear.

Speaking about the formation and development of listening skills, one should not forget about the mechanism of articulation or internal pronunciation, which consists in the fact that the listener converts sound images into articulatory ones. But correct voicing to oneself is possible only when the listener has well-formed pronunciation skills in external speech. The clearer the pronunciation, the higher the level of listening.

2.1.2 Difficulties in understanding foreign speech by ear and ways to overcome them

To achieve the goal of studying in secondary school, it is necessary that the graduate understand foreign speech by ear and thereby be able to participate in acts of oral communication. But experience shows that a person experiences the greatest difficulties in foreign language communication precisely with the perception and understanding of speech by ear, that is, with listening. The reason here is the essence of listening, since it is the only type of speech activity in which nothing depends on the person performing it. Since the subject of the message and language means are determined by the speaker, the recipient is forced to perceive the message in the form in which it is transmitted to him. The listener is powerless to change anything in the activity performed, facilitate it, adapt it to his abilities, and

thereby create favorable conditions for receiving information. Listening, requiring intense mental activity, usually causes rapid fatigue and distraction of the listener. Unfavorable conditions of activity for the recipient make it difficult to master it.

Since the main goal of training is to prepare the student for speech communication in natural conditions, the learning process will only be purposeful and effective when the student, already in the learning process, has encountered the difficulties of natural speech and has learned to overcome them.

Based on the specifics of listening as one of the most difficult types of speech activity, it seems appropriate first of all to highlight the difficulties associated with it and indicate ways to overcome them.

Difficulties due to the nature of the language material.

Difficulties associated with linguistic material can be divided into phonetic, lexical and grammatical.

phonetic difficulties. By this is meant the absence of a clear boundary between the sounds in a word and between words in the flow of speech; the presence in a foreign language of such phonemes that are not in the native language; such qualities of sound as longitude and brevity, openness and closeness. The rhythmic-intonational design of interrogative, negative, affirmative sentences causes great difficulty.

The individual manner of speech can also be very diverse and present difficulties for its perception and understanding. In the native language, this difficulty is compensated by a huge practice in listening, however, the experience of listening to foreign language speech among students is very limited. Naturally, any individual peculiarity of pronunciation, the timbre of the voice, a sufficiently fast pace and certain defects in speech will make it difficult to understand it. In order to overcome the difficulties associated with understanding the speech of native speakers, it is necessary to listen to their speech from the beginning of training, gradually reducing the number of educational texts presented by the teacher.

As for lexical difficulties, it is known that they arise not only in connection with the quantitative increase in vocabulary material and its diversity, but also with such moments as the use of words in a figurative sense, the presence of linear words that do not carry a large informative load, the use of amorphous, unmotivated words, vocabulary in a figurative sense, phraseological turns, colloquial formulas, clichés, special terms and abbreviations. The presence of polysemantic words, homonyms (hour - our) and homophones, paronyms (economic-economical), words expressing paired concepts (answer - ask, give - take), antonyms and synonyms, words whose meaning does not match in native and foreign languages [66, p.47]

There is also a clear dependence of the understanding of oral messages on the nature of unfamiliar words. Obviously, understanding a text containing unfamiliar words is possible if:

Unfamiliar words will not be supporting ("semantic milestones" - essential for understanding the content of the word, more often than other parts of speech, nouns and verbs, which, being unfamiliar to the recipient, can significantly complicate the understanding of the text.

Unfamiliar words will act as the least semantically informative elements of the sentence, that is, the understanding of the meaning depends on the syntactic function of the word, on how the communicative load is distributed among the members of the sentence. So, the subject, predicate, object, being the components of the most informative connections, are well remembered and reproduced.

Grammar difficulties. The greatest difficulty is caused by the discrepancy in the syntactic pattern of the phrase - the unusual word order (assigning the preposition in the sentence to the very end). Understanding oral speech is very complicated by the presence of morphological homonymous forms. So, for example, different parts of speech in English very often coincide in form: to work - work, to answer - answer. Great difficulties in understanding English speech arise due to the fact that in the vast majority of cases the connection between words is carried out with the help of various functional words that do not have an independent lexical meaning. It is not easy to recognize service words by ear, because they are often in an unstressed position, and therefore are reduced and merged with other words. There are, furthermore, difficulties in listening to the so-called "phrasal verbs" of the type to put on, to put away, to put off, to put up, to put down, etc.

It is also difficult to understand from the ear the formative suffixes and inflections of the English language, which are few in number, but differ in homonymity and ambiguity (for example, -s can be a suffix, plural of nouns, a form of the possessive case of nouns, and the ending of the 3rd person singular number of verbs and the present indefinite tense).

Difficulties due to the conditions of listening.

As a rule, they include all kinds of external noise, interference,

bad acoustics in the room. Here we are talking about the apparent presence or absence of the source of speech. It has been proven that if the speech source is visible, then the percentage of speech comprehension from hearing will be much higher compared to situations where the speech source remains invisible. Facial expressions, gestures, lip movements and just eye contact contribute to a better understanding of speech.

Difficulties due to the individual characteristics of the source of speech.

As practice shows, it is very important that students have the opportunity to listen to both male and female voices in a foreign language. If they only audit their teacher, then there is a danger that they will not be able to understand people of the opposite sex purely psychologically. Therefore, on all modern audio cassettes, texts are read by both men and women. It is also important that foreign language learners have the opportunity to listen to people of different ages. It is easier to perceive low male voices of a soft timbre, the most difficult thing is high voices of a sharp timbre. It is also difficult to understand adolescents who "swallow" some of the sentences and use youth slang. It is also difficult to listen to elderly people due to purely age-related features of articulation.

Under the individual characteristics of the source of speech are also understood the features of diction, timbre, tempo, pauses, as well as possible violations of articulation. All people are individual, it is difficult to assume that all communication partners will sound perfect, which means that one must learn to fill in the gaps in understanding through compensatory skills.

Under the conditions of conducting a dialogue of cultures, one must learn to understand various dialects of a foreign language, and not just a literary variant, the so-called delivered pronunciation (RP - received pronunciation). It is characteristic that in modern audio and video courses the dialectal features of the spoken language are presented quite widely, regardless of whether this course is intended for beginners or for people with sufficient language training.

2.1.3 Auditing mechanisms

Listening mechanisms. All difficulties complicate the work of psychophysiological mechanisms of listening. In real communication, these mechanisms work almost synchronously.

1. *The mechanism of operative memory* keeps the words and phrases perceived by ear in mind for the time that the listener needs to comprehend the phrase or complete fragment. The better the memory is developed, the greater the value of the unit of perception.

2. *The mechanism of probabilistic forecasting* makes it possible to predict its end by the beginning of a word, phrase, sentence, whole statement.

3. *The mechanism of long-term memory.* Thanks to this mechanism, the incoming speech signals are compared with the stereotypes that are stored in our minds. Unlike other speech mechanisms, long-term memory is formed not by special exercises, but by all previous experience.

4. *The comprehension mechanism* makes equivalent substitutions by converting verbal information into figurative information.

2.1.4 Purposes and content of listening training

The purpose of listening training for language majors is to develop auditory activity and prepare students for the perception of various types of audio texts: interviews, news, announcements, lectures [47, p. 175], familiarization with the goals of listening training and their features. It is implemented thanks to the prediction of the content of the audio text, the development of the ability to understand the general content of the text, the definition of the main topic of the listened text, the key idea of the English-language text, and the establishment of logical connections between parts of the audio message.

We consider the activation of background knowledge of students on the subject of listening through answers to questions, stimulation of cognitive interest, interest in the subject of listening, as well as the formation of the necessary: a) phonetic skills, especially important for students' perception of audio text. b) grammatical skills; c) lexical skills [4, p. 23].

Agreeing with the conclusions of I. Honchar, we note that it is necessary to take into account such listening mechanisms during the development of a subsystem of exercises for the formation of English language competence, such as internal speech, long-term and operational memory, probable forecasting, speech guessing, segmentation of the speech chain [61, p.17].

Having drawn attention to the fact that each of the genres has different features, we consider it necessary to distinguish separately exercises for learning to listen to interviews, news, announcements, lectures. Relying on the accurate description of interviews, announcements, news, lectures, let's pay attention to the fact that at the initial stage of learning to listen to interviews, it is important to learn to understand the semantic support of the text, to perceive the speech features of the audio text, which are expressed in various social, gender, age, racial, ethnic and geographical forms of language. At the initial stage of learning to listen to news reports, we recommend activating students' background knowledge of the listening topics provided by the Program [10, p.112].

It is essential for the successful reception of news at the initial stage to include idle vocabulary on the listening topics specified in the Program. For the successful perception of news messages at this stage, we believe it is appropriate to develop students' ability to switch attention from one topic to another without losing understanding and memorization of the details of each listened audio fragment. Also, it is important to develop receptive grammar skills in order to recognize and understand gerundial and infinitive inflections, passive constructions and inverted clauses contained in news texts.

Together with R. Vikovych [17, p.34], we believe that taking into account the paralinguistic factor of news content is no less important for the initial stage of listening training, since adequate interpretation by students of language majors of gestures, facial expressions, and views of conversation participants contributes to faster and easier perception of oral message.

The initial stage of learning to listen to announcements draws students' attention to the perception and note-taking of digital data, proper names, establishing logical subject relationships between parts of announcements after the first listening.

Listening to short scientific texts activates students' background knowledge, the ability to highlight key words, to distinguish the main from the minor, to be able to paraphrase and annotate the most essential facts from the text heard, leaving the details in memory.

Following K. Yakubaeva, we are convinced that unfamiliar lexical units, complex syntactic constructions, polysemy, paronymy, homonymy are the biggest difficulties faced by students while listening to a lecture. Partial understanding of the content of the text, choosing the wrong meaning of the word heard are caused by the limitation of time allocated for listening [58].

To facilitate the perception of an audio or video lecture, we offer exercises on the selection of synonyms and antonyms, which include background knowledge on the topic of listening. Let us emphasize that polysemy and homonymy have a negative interfering effect of the native language on the perception of an audio message in English [72, p. 18], we suggest performing special exercises involving visual support.

To organize the process of learning listening, the teacher can use audio and video messages, guided by the criteria for selecting audio texts for teaching English listening students: basic (structural, lexical-phraseological, grammatical and functional authenticity; meets the program requirements at the level of foreign language proficiency; genre affinity with the requirements of the working educational program with audio texts) and auxiliary (motivational value and novelty; work with Internet resources; cultural authenticity of audio messages; consideration of phonetic and acoustic features of audio text; reactive authenticity of audio texts) [35, p. 128].

The goal of the strategic component of the listening education is for students to gain knowledge about strategies for overcoming difficulties in listening, the impact of each of them, and how to use them when listening to texts.

Realize the purpose of the strategic component of listening training during the instructional session, appropriately using group heuristic conversation, explanations, as well as such activities of the Moodle learning environment as "Task", "Web page", "URL", "Test" designed to activate the auditory consciousness of students.

The use of the Moodle learning environment to host a listening course also encourages students to perform listening tasks, as students can freely plan listening texts, perform exercises, and analyze theoretical material regarding the use of listening strategies with the help of this educational platform. We suggest that students learn to find various non-standard solutions to communicative problems [69, p. 9], make a list of possible auditory situations from interviews, news, announcements, lectures within certain topics.

Completion of the above exercises will provide an incentive for students to systematically listen to audio messages, improve listening skills and the desire to understand each subsequent audio text, deal with issues of strategies for listening to texts of different genres.

Thus, the formation of students' speaking listening skills, familiarization with strategic listening actions, as well as motivation and stimulation of their speaking activity will become a prerequisite for successful listening training of students.

The goal of the main stage of listening training for students of language majors within the framework of our study is the development of detailed, global, critical and searching listening skills, the development of linguistic information, analysis and explanation of various types of audio texts.

To achieve the set goal of the main stage of listening training, we have proposed the following exercises: dividing the audio text into meaningful parts, making a logical plan (mind plan) of the listened audio message, filling in intellectual maps (mind map, linear notes), listening to audio and video fragments with different accents, separating the main information from secondary, predicting the content of the message based on the title, highlighting the main idea, being able to analyze and compare audio or video information.

Taking into account the lexical-grammatical degree of complexity of audio texts and exercises for them, at the basic level of teaching students to listen to texts of various genres, the key is to maintain students' interest in listening to texts, followed by the performance of various and non-standard tasks aimed at the development of translation skills. Among them: watching a video message with the sound turned off, predicting information based on previously presented lexical material, listening to a message without a video sequence, simultaneously listening and taking notes of the text and basic information. The strategic component at the basic level of listening training is aimed at checking students' readiness to apply knowledge in the development of strategies to overcome listening difficulties acquired at the initial stage of listening training.

At this stage, we have proposed strategic control of students' auditory activity at three levels:

1) students filling in the "Auditory Diary" by topics with the title of the text, recording in detail the content of the listened and viewed audio and video messages, noting the key words and expressions perceived by ear, grammatical constructions;

2) independent construction of a strategic plan for listening to texts of various genres [16, p.50].

At the advanced stage, the goal of listening training is students' free understanding of audio texts of various genres, improvement of detailed, global, searching and critical listening skills using listening strategies, improvement of specific auditory translation skills.

The goal of the advanced stage of listening training is achieved by students through recording the key words of the message, drawing up an intellectual map and plan of the listened text, a concise description of the content of the audio or video text in the native language, recording lexical items, and writing a short story based on the content of the audio or video message in the native language. At this stage, the level of psychological discomfort of students in accordance with the perception of an oral message is much lower compared to the initial and main stages of listening training.

However, students still need auditory encouragement from the teacher, as well as stimulation of their own conscious desire to listen to audio texts followed by listening exercises. At the advanced stage of listening training, students write down the listening strategies they have formed in the auditory questionnaire, analyze the use of the listening strategies proposed by us while listening to oral messages, evaluate their own abilities to apply listening strategies on a three-point scale and determine ways of developing unclear listening strategies, independently determine the strategies , which are the easiest and most difficult to use during listening, learn to use listening strategies determined by them individually and improve the ability to use those strategies to overcome listening problems that are not developed at a sufficiently high level [18, p.17].

2.1.5 The system of exercises for the development of listening skills and abilities

Within the scope of our scientific research, we state that, performing the tasks of the pre-text stage of working with an English-language text for listening training, students adjust to perceiving interviews, announcements, news, lectures by removing difficulties associated with the conditions of perceiving the audio text, individual-personal and difficulties associated with linguistic features of audio texts, which develop the ability to predict the content of the text and discuss the information heard.

Before listening to audio and video messages of various genres, following Tony Lynch, it should be noted that the main tasks at this stage are clarification of the meaning of the text and its speech

features. Intensification of background knowledge on listening topics is based on students' understanding of the audio message, organization of the necessary phonetic and lexicogrammatical material from the audio text.

Pre-text, text and post-text stages are interrelated stages of working with audio text. The positive performance of the exercises of the pre-text stage, the purpose of which in our study is to introduce students to the context of the audio message, familiarize them with listening strategies, concentrate on grammatical, phonetic and lexical materials, characterize the setting of communication for listening, contributes to the development of listening skills at the text and post-text stages [11, p.3] .

By performing the exercises of the text stage while listening to audio recordings or watching video plots, students develop the ability to search and listen in detail, jotting down key words, summarizing the message heard in oral or written form. The exercises of the post-text stage include checking the main idea of the news, announcements, interviews or lectures that have been heard or viewed, discussing the perceived content with clarification of details.

Also, for the post-text stage, we offer analysis of typical phonetic (speed exercises, accent and emphasis of the audio text), vocabulary and grammar problems [17, p. 27]. When a student performs exercises for the formation of listening competence, he uses the techniques of the Moodle learning environment, which require the use of a number of strategies contained in English auditory competence.

Exercise 1. (Cognitive strategy and memorization strategy: introduce students to the terms "announcement", "lecture", "interview", and "news"). *Read the definitions of an interview, news, an announcement and a lecture and match them with the key notions.*

1. A conversation in which a journalist puts questionsto someone such as a famous person or politician is: an interview; an announcement; news; a lecture

2. A television or radio broadcast which consists of information about recent events in the country or the world is: an interview; an announcement; news; a lecture

3. A piece of information given over a public address system is: ...

Exercise 2. (Compensatory (receptive) strategy: to learn to recognize (perceive) by ear different genres of audio texts using strategic actions.)

Listen to four audio excerpts. By their functional characteristics, mark the genre you hear opposite each track. Make use of the list of strategies given in Section 2 of the audiocourse and take strategic actions to distinguish among the genres. GENRES OF AUDIO TEXT Interview Announcement News Lecture Track 1 Track 2 Track 3 Track 4

Exercise 3. *Interview «Long life»* (Compensatory strategy (learning strategy: language (phonetic)): to form phonetic listening skills.) *Mind the pronunciation of the key words and phrases the interview contains. Listen to some of them and repeat the phrases you hear after the announcer. Make a list of the phrases you've just pronounced and sent it to your teacher using „Відповідь онлайн". Keep it up, splash my face, life expectancy, fluid intake, fermented barley, in the same boat.*

Exercise 4. *Lecture «Banana Protein May Be Virus Killer»* (Compensatory strategy (learning strategy: language (lexical)): remove lexical difficulties, form skills of guessing the meanings of unfamiliar words and phrases, develop observation, the ability to use constructive and metacognitive strategies.) *Here are the key expressions selected from the lecture you are going to listen to. First, guess what they mean. Then match the words with their explanation. 1. biodegradable A. to prevent it from affecting you or harming you 2. HIV B. very carefully in order to avoid possible danger; 3. to ward off C. bite and work(food) in the mouth with the teeth, ecpecialy to make it easier to swallow; 4. viral D. breaks down or decays naturally without any special scientific treatment, and can therefore be thrown away without causing pollution; 5. chew E. a virus which reduces people's resistance to illness and can cause AIDS; 6. cautious F. caused by a virus; Answers: 1d; 2e; 3a; 4f; 5c; 6b.*

Exercise 5. (Compensatory strategy (learning strategy: language (grammatical)): remove grammatical problems in listening, formation of grammatical skills, ability to apply constructive strategies. *If you can predict the grammatical structure of a sentence, you are well prepared for the whole message and can understand the text easier. Match the phrases with the grammar notions, analyzing the structure of each phrase and applying the grammar rules. 1. More than A. infinitive; 2. A state of emergency makes it B. numeral; 3. Saying it was necessary C. adjective; 4. The goverment can also D. noun; 5. President Erdogan announced a E. bare infinitive. Answers: 1 b; 2c; 3a; 4e; 5 d.*

Exercise 6. Lecture "How mobile phones change" (Educational, cognitive, metacognitive strategy, memorization strategy: development of the ability to summarize the main information of the lecture, learn to focus on the main points of the audio message) *You've just listened to the lecture. Check if you have understood the main information discussed deciding if the statements agree with the message you listened to. Choose "Yes" if the statement coincides with the given information, „No" if the statement contradicts the information. 1. The earthquake destroyed the capital and several villages around. (No) 2. Because of the devastation people sent a lot of SMS texts. (Yes) 3. About 80% of the people used mobile telephones asking for help. (Yes) 4.The Trilogy Emergency Response Application provides the casualties with money. (No) 5. About 70% of those who received the TERA data shared it. (Yes)*

Exercise 7. (Memorization strategies: develop the ability to reproduce the details of the message from memory, using grammatical and lexical relations between the elements of the audio message, teach to apply the learned material intelligently) *A detailed text understanding means excellent anticipating skills, high attention and the ability to memorize information quickly. To succeed in this, complete a part from the news episode (1 word for each gap) with the words from the news.*

Exercise 8. (Ascending, cognitive, constructive strategies: to develop the ability to focus attention on specific information, to separate the main from the secondary) *Interpreters possess an incredible ability to memorize the details of the audio or video message, analyze it, making necessary links between the ideas or facts. Taking into consideration the vocabulary list given to you in the previous exercises, listen to the Audience Member Instructional Video and complete the table for Do's and Don'ts given below. Audience Member Instructions Do's Prepare to listen, smile and 1... . 2.... your hands together in a rhythmic fashion. Try some 7. ... at intermission. 8. ... out our survey. Watch lighted area not to 9. ... . Dont's Never laugh or 3. ... at the inappropriate times. Always avoid loud 4. ... . Talking, 5. ... and humming are forbidden. 41 Fangle 6. ... shouldn't be on. A little preparation will help you be like a 10. ... Answers: 1. laugh 2. Slap 3 applaud 4. noises 5. Whistling 6. doodads 7. morsel 8. fill 9. sleep 10. pro*

Exercise 9. (Metacognitive and top-down strategies: develop critical listening skills by expressing your own point of view regarding the information heard) *Interpretation of the text requires both objective and subjective opinions. Answer the questions expressing your attitude to the issues raised, agreeing or contradicting them. 1. What are the secrets of having a long life? 2. What is the secret of longevity in the Mediterranean region? 3. How can laughing contribute to a long life?*

Exercise 10. Lecture "Banana Protein May Be Virus Killer" (Memorization strategies, social-affective strategies: develop the ability to analyze recorded key words of an audio message, develop the ability to synchronize auditory perception with note-taking) *Interpreters' ability to be ready to understand the details of the audio message can be developed by a focused listening to the same text for a few times. Listen to the lecture again having analyzed your notes before. While listening to it for the second time, make either linear notes or a mind map. Present your notes in .*

Exercise 11. (Educational, metacognitive strategies, autonomous learning strategies: learning to evaluate the ability to apply listening strategies) *Make use of the electronic resources (see „Supplementary") to select three audio or video messages according to the topics. Listen to the selected audiotexts and complete the Listening Comprehension Diary. Use the list of the strategies and strategic actions in „Supplementary" to complete the last column. Name Last name Grop Topic*

Name of the audio text Downloaded from/ listened at (site) Isssues raised in the audio text Applied Listening Comprehension Strategic Actions Mass Media Theatre Medicine and Health

Exercise 12. Lecture "Elizabethan Theater" (Compensatory, communicative, cognitive strategy: to learn to predict the content of the lecture by watching the video story with the sound turned off, based on extra-linguistic means of communication and inscriptions and titles presented on the screen) *Watching a video lecture with the sound off will contribute to your better and quicker understanding of the message. Watch the video about Elizabethan Theatre with the sound off. While watching it, mind the headings, notices, headings and captions presented to you on the screen, make use of the photos, pictures, graphs too. Make notes of the data you've understood. Use „Відповідь онлайн"to place your answer.*

Exercise 13. (Educational, metacognitive strategies, autonomous learning strategies: to promote the ability to analyze one's own strategic audit activity.) *Complete the Strategic Listening Comprehension Selfvaluation Form for Future Interpreters. Analyze those strategies which are easy/difficult for you to use. What can you do to improve your strategic approach to the process of listening? Use „Відповідь онлайн"to place your answer.*

Therefore, the training of students of listening language majors takes place in three stages: the initial, basic and advanced stages are distinguished.

The formation of strategic competence occurs in parallel with the development of additive skills. The proposed system of exercises for listening consists of five subsystems.

The first subsystem of exercises is aimed at acquiring knowledge and includes exercises to acquire knowledge about different genres of audio texts and exercises to identify types of strategies and their actions to overcome problems in listening to texts of different genres.

The second subsystem of exercises is aimed at the formation of skills, it includes exercises for the formation of lexical, phonetic and grammatical skills of listening to texts of various genres.

The third subsystem of exercises is intended for the development of skills and contains exercises for the development of skills of global, detailed, critical and searching listening of texts of various genres. The fourth subsystem of exercises is aimed at the development of students' abilities and includes exercises for the development of specific auditory translation abilities.

The fifth subsystem of exercises is directly aimed at the development of abilities and skills in the use of strategies and contains exercises for the formation of strategies for overcoming problems related to the linguistic features of audio texts, the conditions of audio text perception and personal listening difficulties.

Each exercise is designed taking into account the need to develop strategic competence in students of language majors, therefore, in the process of their implementation, students use a number of strategies: educational, cognitive, metacognitive and compensatory strategies, memorization strategies, constructive and social-affective strategies, as well as autonomous learning strategies .

2.1.6 Methods of working with audio text

Methods and techniques of working with TSS meet the general requirements of the methodology of teaching foreign languages and are its integral part. The use of TSS, both new and widely used for many years, is subject to the general goals and content of the process of teaching a foreign language, which is based on a general theory of learning that takes into account the psychological patterns of thinking and memory.

For the methodology of teaching a foreign language, a functional approach to learning a language is important, which considers the language from the point of view of fulfilling its main purpose - to serve as a means of communication. Language functions in speech.

Let us consider what is the sequence of stages of working with video materials, as well as what is the content of these stages, if the task of methodological activity is the formation of oral utterance skills.

Video-based learning involves five stages of work:

1) preparatory

2) receptive

3) analytical

4) reproductive

5) productive

The main task of the preparatory stage is to remove difficulties in the perception of video materials. To achieve this goal, it is necessary to perform exercises that provide for the introduction and training of new lexical units, the activation of already studied lexical and grammatical material. The named training should be organized both within the framework of language and conditional speech exercises.

The receptive stage of work includes exercises for the perception, understanding and memorization of information. In order to facilitate understanding and focus the attention of listeners on the most important information conveyed by video materials.

The number of presentations depends on the stage of learning, the goal of learning, and the degree of complexity of the material. At the same time, the setting that precedes the second viewing of the video fragment should be aimed at a more detailed understanding of the material.

This is followed by the analytical stage of work, which aims to organize educational activities for the conscious mastery of the structure of the monologue and dialogue. As part of this stage, it is supposed to work with a written text, which is a script of the viewed video information.

The complex of exercises of the described stage involves analytical activities carried out at two levels:

   • analysis of the structure of a monologue or dialogic statement;

   • analysis of structural and semantic components characteristic of a particular type of monologue (description, narration and reasoning) and dialogue (dialogue-questioning, dialogue-opinion support, dialogue-persuasion, etc.).

At this stage, at a conscious level, an algorithm for the program for constructing one's own monologue or dialogic statement is formed.

Further, educational activities are organized within the framework of the reproductive stage, which involves training students in the framework of conditional speech exercises. The content side of the complex of exercises is represented by tasks for retelling the text, its expansion, partial change of monologues and dialogues in compliance with their structure and main characteristics.

Within the framework of the reproductive stage, video materials function as a meaningful support, therefore, the learning activities of students are based on the content side of the information provided by the video materials.

The productive stage of work is the final stage of work on the formation of foreign language skills and abilities. The purpose of this stage is to provide practice in communication. Therefore, this stage is characterized by exercises that involve unprepared speech, which is carried out in individual, pair and group modes. In this situation, video materials act as a semantic support and an incentive to speak. The content side of the complex of exercises is represented by commenting on events, discussing problems, dramatizations, role-playing games, discussions, etc.

2.2. Exercises aimed at forming strategic competence in reading

2.2.1 Formation of reading technique

In the research literature, general reading strategies are divided into three groups. Bottom-up reading is a sequential reading strategy. According to domestic and foreign researchers (O. Tarnopolsky, D. Noonan), the strategy does not contribute to the formation of appropriate reading skills. In order to effectively teach reading, students need to be taught to understand much larger pieces of text. Information search, processing and evaluation of information use the "top-down" strategy.

This approach selects a small number of the most informative components of the text to suggest its main idea. These two approaches are united by the interactive-compensatory model of reading, based on the statement that reading is understood as a dialogical process in which the reader always switches from the "bottom-up" strategy to the "top-down" strategy [10, p. 112].

In order to understand the read text, it is necessary to: find out the main idea of the text; paraphrase and change the sequence of information presentation; summarize the read material; pay attention to the semantic collapse of textual information. Since compression involves many difficult processes, students need to learn to use appropriate strategies to facilitate the implementation of semantic reduction. The methods used by students to perform various actions to compress the information of specialized journalistic articles are compression strategies. The emergence of strategies is analyzed by methodical literature as the implementation of cognitive principles of planning, execution, correction and evaluation in reading.

Thus, four main groups of strategies are distinguished: planning; implementation; checks and corrections. The planning strategy in reading includes: the plan of the reading process (checks the level of sufficiency of existing knowledge, determines and organizes the elimination of knowledge deficit); solving the topic of the text by its structural elements and by figures, tables, diagrams; predicting the content of the text to be read.

Performance strategies in reading are based on "building a representation of the expression of meanings and hypotheses, as well as the communicative intentions behind them" [34, p. 68]. The strategies of this group include: the concept of the main idea; reflection on what has been read; using semantic words and phrases to guess their meaning; analysis of read parts of 46 texts using pausing in the reading process; search for primary and secondary information and determination of specific facts; the use of linguistic keys and contextual guesswork; translation into the native language of difficult-to-understand text fragments [26, p.10].

Semantic folding of the text includes the following operations: paraphrasing statements; synthesis of some elements from the text; generalization; unification of text relationships [2, p. 3]. So, compression strategies include: paraphrasing difficult lexical and grammatical constructions;

synthesis of selected elements in the text; generalization by synthesis of the most important facts; combining text predicates.

Assessment strategies test the effectiveness of a given reading model that contributes to reading comprehension. In this case, the teacher uses various methods of monitoring understanding of the content of the reading. In case of discrepancies, correction and search for an alternative model is carried out. In the process of reading specialized articles, students will use only strategies that are more effective for completing the outlined tasks, choosing their strategies to successfully complete the set goals.

According to the authors of the Recommendations of the Council of Europe, when applying strategies, it is necessary to be guided, because the management of actions by participants in the learning process helps to strengthen their competencies [34, p. 9]. Thus, there is a need to create the right conditions for mobilizing students' resources in order to activate their skills and abilities in professionally oriented reading.

2.2.2 Types of reading

The need for the development of strategic competence in reading is explained by the language problems of professionally oriented texts, reading abilities that students must master. The target level of language proficiency for students is B2, under the conditions of which students are required to find and analyze new text materials contained in English-language sources, using appropriate search methods and terminology [16, p. 3].

The modern explanation of the reading process includes a direct connection with receptive strategies. Following U. Grabe, reading acts as an active process of understanding, where students learn effective reading strategies [13, p. 37].

Thus, A. Paran claims that reading is an activity that formulates assumptions about the content of the text to be read [11, p. 5].

Thus, the reader can understand the main idea of what he has read by checking the validity of the original hypothesis. Strategies in reading are appropriate methods that students use to enrich skills.

2.2.3 Requirements for educational texts

Currently, there is no shortage of texts in a foreign language. The problem is how to choose the most successful teaching materials. To do this, it is necessary to formulate the requirements currently imposed on educational texts, and hence the principles for their selection.

Text volume.

Training texts can be of different lengths. You need to be able to read them correctly, extract the necessary information from them, and sometimes practically rethink it.

You need to understand that a short note, an advertisement, an announcement are also texts that convey certain information. Sometimes this information is so important that it can help us, and ignoring it can bring a lot of unpleasant moments.

Too long texts tire, and sometimes deliberately form the idea of the impossibility of their assimilation.

And only on short texts it is impossible to form many types of reading necessary for real activities, including educational ones (preparation for a report, a message on a topic, etc.).

Short text may be informative, but long text may not.

The amount of text can be determined by its format. Graphs, tables, schemes are also texts, and very informative ones.

Sometimes it's easier to read a long text than to understand the "diagram", but "simpler" does not always mean better.

Place of the main idea in the text.

When acquiring speed reading skills and mastering technologies for extracting information from a text, this provision may not be so important. But it has been proven that understanding of the text will be achieved faster if the main idea is either at the beginning or at the end of the text. This provision is also important when writing your own texts. When learning to write essays, letters and short messages, this requirement is one of the criteria for determining the effectiveness of a written text.

Subjects of texts.

The topics of the educational texts of the ace are determined by the curriculum for specialization. The situation is further complicated by the fact that universities use different textbooks, in which thematic material can be selected from different positions. In this case, the following recommendations should be used:

- the subject matter of educational texts corresponds to the requirements of curricula (adopted at the university);

- in case of incomplete reflection of program requirements - include text from other sources;

- taking into account the real needs of students and the characteristics of the educational institution, it is possible to expand and partially modify these changes in the program;

- correlate topics with the tasks of upbringing, education and personal development.

Problems of texts.

In addition to the subject matter of the texts, it is necessary to take into account the range of problems that the texts touch on. Not so much the themes as the problems of the texts provide an adequate selection of linguistic, speech and social cultural material, helps to form the necessary language and speech skills and abilities.

Modern foreign language exams involve the discussion of problems that arise at the intersection of the study of many educational topics. Well-chosen problematic texts will not only provide factual information on a wide range of issues under discussion, but can also serve as a meaningful and speech support for creating your own similar speech works, help to connect disparate information from various fields of knowledge.

It is the problems of texts that can help in solving such important tasks as the formation of a specialist, the education of a personality.

Degree of authenticity.

Recently, the word "authentic" has become very popular. They talk about authentic texts and authentic tasks, even about authentic sound and authentic textbooks. It is not always clear what is meant by this.

Initially, those texts that were created not for educational, but for real communication were considered authentic texts.

Authentic materials - authentic materials. These include newspaper articles, brochures, air and rail tickets, letters, advertisements, radio and television news programs, advertisements, etc. these are materials that are used in the real life of those countries where a particular foreign language is spoken, and not specially created materials for teaching this language.

Authentic tasks - real tasks. Tasks that involve responding to oral or written materials in the same way as in natural communication situations. For example, to read travel brochures not in order to retell their content, but in order to choose the most attractive route and write a letter to a travel agency in order to obtain additional information about the conditions of travel and recreation.

Authentic materials are ideal in terms of content for solving communicative learning problems, but in terms of language (lexical and grammatical) they can present significant difficulties.

When these materials cease to be difficult in terms of language, they often lose their relevance in terms of content and do not fit into the problems of the educational material. The older the students and the higher their level of communicative competence, the wider the range of authentic texts that can be used for educational purposes. These texts are becoming more and more accessible thanks to expanding contacts and new information technologies.

In addition to the texts themselves, the method of working with them is of great importance, the methodological apparatus that helps to interpret them and form the skills and abilities that students need for real communication.

2.2.4 Text system

When working with any text, three main stages of work can be distinguished: pre-text, text and post-text. The post-text stage will be present only when the text is used not so much as a means of developing reading skills, but rather for developing productive skills in oral or written speech.

Pre-text stage (anticipation stage). Goals:

Define / formulate a speech problem for the first reading.

Create the necessary level of motivation among students.

If possible, reduce the level of language and speech difficulties.

Exercises and assignments.

1. Work with the title.

From the title, you can ask students to identify:

The subject of the text;

The list of issues raised in it;

Key words and expressions.

2. Use of associations associated with the author's name.

What genre can this text be attributed to?

Who do you think will be the main character (profession, nationality)?

Where and at what time can the action take place?

3. Formulate assumptions about the subject of the text based on the available illustrations.

4. Familiarize yourself with the new vocabulary and determine the subject matter/problematics of the text based on a linguistic guess.

5. Review the text/first paragraph and determine what the text is about.

6. Read the questions / statements on the text and determine its subject matter and issues.

7. Try to answer the suggested questions before reading the text.

Text stage. Goals:

To control the degree of formation of various language skills and speech skills.

Continue developing relevant skills and abilities.

Exercises and assignments.

1. Find/select/read/connect/paste:

answers to the proposed questions;

confirmation of the correctness / falsity of statements;

a suitable heading for each of the paragraphs;

a suitable sentence missing in the text;

description of the appearance / place of the event / attitude of someone to something.

2. Guess:

about the meaning of a word or words in context;

which of the proposed translations / which definition of the word most accurately reflects its meaning in this context;

how events will develop in the second chapter / next part of the text.

post-text stage. Target:

Use the situation of the text as a linguistic / speech / content support for the development of skills in oral and written speech.

Exercises and assignments.

1. Refute the statements or agree with them.

2. Prove that...

3. Describe…

4. Say which of the following statements most accurately conveys the main idea of the text. Justify your answer.

5. Say which of these expressions the author would not agree with.

6. Make a plan for the text, highlighting its main ideas.

7. Take as a basis the situation of the text, write your own text in a different genre.

2.2.5 Monitoring the formation of reading skills and abilities

To develop the ability to apply planning strategies in reading, we offer preparatory exercises that are performed mostly at the pre-text stage and prepare students to understand the content of the text, which creates its prediction. Completing the given exercises helps to define the topic and idea of the text, as well as familiarization with its methodology with the help of elements from the text and drawings, tables, diagrams.

Exercise 1. (*on the material of the article «Keeping the customer happy» (The Times)*) (Reception strategy: planning – establishing the topic of the article by its structural components;

forming the ability to predict the main idea of the article to be read by its structural elements). *Look at the headline ("Keeping the customer happy") and say what the article can be about.*

Exercise 2. (*on the material of the article "Empowered" (The Economist)*) (Reception strategy: planning – checking existing background knowledge, activating background knowledge)

The following questions aim to assess your awareness of Russian economic policy. Read them and answer.

1. What advantages do you think Russia has in the European gas and oil market?

2. Is Russian Gazprom a private company?

3. What post did Anatoly Chubais hold in the Russian government?

4. Do you think Europeans can cooperate with Russian oil companies and make profits? How?

5. What problems does Russian power industry undergo?

With the aim of applying performance strategies in reading, we offer language exercises. Thus, by performing lexical-grammatical exercises, students develop skills and abilities: skillful use of linguistic keys, context and semantic field to guess the meaning of unknown words; translation skills and abilities.

Exercise 1. *(on the material of the article «Scottish & Newcastle Agrees to Be Bought and Split» (The Economist))*

(Reception strategy: execution - using the passage to guess the meaning of terms, form skills to predict the use of terms) *Read the passage and fill in the gaps with the appropriate word. After three months of negotiating on the price, Carlsberg and Heineken agreed to pay £8 in cash for each (1) … of Scottish & Newcastle, which makes Foster's and Kronenbourg 1664 beer. The (2) … offer represents a 26 percent (3) … to the value of Scottish & Newcastle's shares on Oct. 16, a day before the two companies said they were considering a takeover a) premium; b) bid; c) deal; d) share; e) takeover.*

Exercise 2. (*according to the materials of the article «Knowing me, knowing you» (The Times)*). (Reception strategy: performance – application of linguistic structures while assuming the meaning of complex grammatical units, improving the skills of correlating grammatical structures with meaning). *Fill in the blanks with the appropriate grammar form given in the box. increased – adopting – making – have – shopping – satisfied – taking – making working.*

1. Customers are sent regular email alerts for product recommendations and discounts that really appeal to that individual, based on their known (1)… and reading habits. …

In addition to the above-mentioned exercises, speech tasks are used to develop the ability to use performance strategies in reading to evaluate the progress of journalistic articles. These tasks form the

following strategic skills: reading and re-reading in different modes; definition of primary and secondary information; analysis of read text fragments.

Exercise 1. (according to the materials of the article *«Investors urged not to panic but to buy on falls» (The Financial Times))*. (Reception strategy: performance – analysis of read structural parts, pause, learn to distinguish the main and secondary thoughts in the text).*Read the article and mark its main facts with a pencil or highlighter.*

Exercise 1. (according to the materials of the article *«Ukraine's Relations with NATO» (The Kyiv Post))*. (Reception strategy: execution – application of a contextual guess of the content of the text to be read, forming the ability to predict the use of contextually determined syntactic constructions). *Read the text and fill in the missing sentences of your own.* The task of forming the skills and abilities of semantic compression is intended for the deployment of relevant strategies: paraphrasing and restructuring of complex lexical-grammatical structures; synthesis of individual text elements; generalization; combining text predicates.

Exercise 1. (according to the materials of the article *«Businesses embrace charity despite tax hurdles» (Kiev Post))*. (Semantic compression strategy: lexical and grammatical paraphrasing using a change in the volume of the utterance, applying the skills and abilities of semantic compression as the basis of paraphrasing operations) *Paraphrase the following sentences preserving their contents. Use the suggested beginnings of new sentences.*

Exercise 2. (according to the materials of the article *«Scottish & Newcastle Agrees to Be Bought and Split» (The Financial Times))*. (The strategy of semantic compression: the synthesis of certain elements in the text based on their common features, the formation of the ability and skills of semantic compression based on the operations of combining elements from the text). *Unite paragraphs 4-9 specifying the gained market share of both brewers and omitting all secondary and superfluous details.*

As a way of developing assessment and correction strategies in reading, we offer tasks for checking the understanding of what has been read, which aims to establish the correspondence of the proposed summaries (A, B, C) with the content of the text. Such a task is intended for assessment by the teacher and self-assessment by the student-reader of the level of understanding of the read text, we do not exclude the fact that it may be a signal of the need for correction due to inaccurate and incomplete understanding.

Exercise 1. (according to the materials of the article «*Scottish & Newcastle Agrees to Be Bought and Split» (The Financial Times)*. (Reception strategy: evaluation/correction – establishing the correspondence of the proposed summary with the content of the read, checking the understanding of

the main content of the read article). *Read the following summaries (A, B, C) of the article "Scottish & Newcastle Agrees to Be Bought and Split". Define which summary corresponds to the contents of the article the most adequately.* So, we found out that in the course of reading in English, it is directly related to the use of receptive strategies. They help to successfully complete the assigned reading tasks. It should be noted that the successful achievement of the final goal of the specified process and the understanding of what is read depends on reproductive actions (text compression).

We believe that students need to master receptive and semantic compression strategies in reading. We classified prescriptive strategies into four groups: planning, execution, verification, and correction. Each of the presented groups is built with the help of developed tasks at the appropriate stage of learning to read.

The sequence of strategy application correlates with the formation of skills, respectively. At the level of receptive strategies in performance, students develop strategies of semantic compression aimed at effective performance of the action of semantic compression. Such a combined use of strategies guarantees the integrity of the text comprehension process.

2.3. Exercises and tasks for the formation of strategic competence in speaking

2.3.1 Speaking as a type of speech activity

Based on the definition of the term "exercise", under the exercise for the formation of strategic competence, we interpret it as a methodically stable unit of educational material that is memorized with the help of purposeful and organized work.

The purpose of organized work is to improve skills and abilities with their gradual automation in speech. Based on the requirements for the tasks for the progress of speech skills, formulated by we will single out the main requirements: motivation of the speech act; use of life situations in exercises; application of consciousness to set the goal of speech; each component of the exercise is aimed at faking exercises for the formation of students' educational and strategic competence in the process of learning English dialogic speech and speech communication; relationship of three stages of speech activity; the value of phrases in communication; guaranteeing error-free speech acts; use of one language in the exercise; short periods of exercise; a sufficient number of phrases of the same type for learning material [8, p. 28].

The following are the main requirements for exercises for the development of speaking skills: to provide speech and thinking tasks of different levels; to provide a natural learning situation; present

a new speech situation; take care of the initiative motivation of the student; speech development should be related to the student's activities; ensure the maximum and constant combination of speech material; the exercise must be monolingual [3, p. 37].

At the same time, claims that there are degrees of directionality in the performance of exercises by students in the practice of communication on the part of the teacher, so all exercises are divided into two levels: prepared, i.e. guided by the teacher and unprepared, i.e. not guided by the teacher [40].

2.3.2 Technology of teaching foreign language monologue speech

In Ukrainian linguistics, monologue speech is defined as the speech of one person addressed to one person or group of listeners (interlocutors) with the aim of conveying information in a more or less detailed form, expressing one's thoughts, intentions, evaluating events and phenomena, influencing listeners by persuading or encouraging them to take action. A monologue is a form of speech when it is built by one person, who himself determines the structure, composition and language means.

Unlike dialogic speech, which is mostly situational, monologue speech is predominantly contextual. The situation is the starting point for the monologue, then it sort of breaks away from it, forming its own environment - the context. Compared with dialogic speech, the monologue is characterized by relative continuity, greater development, arbitrariness (planning), consistency; monologue speech is more focused on creating a product - a monologue statement.

Monologue speech always has a sign of addressing, which is expressed in words-addresses ("Dear friends!") And intonation. The addressing of monologue speech depends on its consistency, on a clear breakdown into semantic pieces that sequentially appear before the listeners. Rhetorical questions play an important role in this. Based on the main communicative functions of monologue speech (informative, regulatory, emotional-evaluative), the following functional types are distinguished:

monologue-description - a way of expressing thoughts, involving the characteristics of an object, a phenomenon in a static state. Which is carried out by listing their qualities, signs, features;

monologue-message (narration, story) - information about developing actions and states;

reasoning monologue is a type of speech that is characterized by special logical relationships between its constituent judgments that form a conclusion.

A monologue can take the form of a conversation, speech, report or lecture.

The monologue skill is understood as the ability to speak out logically, consistently, coherently, quite fully, communicatively-motivated, and quite correctly in terms of language.

In terms of content, a monologue statement is distinguished by semantic completeness, logic, integrity, expressiveness and stylistic reference.

E.N. Solovova identifies the following most important characteristics of the monologue:

purposefulness / compliance with the speech task;

continuous nature;

logic;

semantic completeness;

independence;

expressiveness.

Monologue speech as an object of mastery is characterized by a number of parameters: the content of speech, the degree of independence, the degree of preparedness.

The purpose of teaching monologue speech is the formation of monologue skills, i.e. the ability to communicatively motivate, logically consistently and coherently, quite fully and correctly in linguistic terms, express their thoughts orally.

There are a number of varieties of monologue serving various areas of communication (E.N. Solovova):

greeting speech;

praise;

censure;

lecture;

story;

characteristic;

description;

accusatory or justifying speech.

In the conditions of learning foreign languages at school, one can talk about different levels of formation of monologue speech, depending on the independence and creativity that students show.

The reproductive level of speech does not imply independence and creativity on the part of students, both in the choice of language means and in determining the content of the statement, it is set from the outside.

The reproductive-productive level implies some elements of creativity and independence, which is manifested in the variation of the acquired language material, its use in a new situation, in changing the sequence and composition of the presentation.

The productive level of speech is characterized by the complete independence of the selection and construction of the statement, as well as a creative approach in its design, the presence of an assessment of what is happening on the part of the speaker.

There are two multidirectional, complementary approaches (paths) to teaching foreign language speaking: "bottom-up" and "top-down".

The way "from top to bottom" is a way of mastering integral acts of communication, samples of speech works. The formation of speaking skills and abilities begins with repeated reproduction (reading, listening, learning by heart) of a finished monologue text, which is considered as a standard for constructing texts similar to it. Then there is a variation of the lexical content of the sample, the development of elements and the independent generation of similar statements. You can offer the following tasks:

Answer questions to understand the content and meaning of the read text.

Agree with the statements or refute them.

Choose verbs, adjectives, idiomatic expressions with which the author describes his attitude to people, events, nature, etc.

Prove that...

Determine the main idea of the text.

Briefly state the content of the text, make an annotation to the text, give a review of the text.

Tell the text on behalf of the main character (observer, journalist, etc.).

Think of another ending.

This path has a number of advantages. Firstly, the text outlines the speech situation quite fully and the teacher only needs to use it to generate students' speech statements and partially modify it with the help of speech settings and exercises. Secondly, well-selected texts have a high degree of information content, and therefore predetermine the content value of students' speech statements, and contribute to the implementation of educational learning goals. Thirdly, authentic texts of various genres provide a good linguistic and speech support, a role model, a basis for compiling your own speech statements according to the model.

The path "from the bottom up" outlines the path from the consistent, systematic mastery of individual speech actions (individual statements) of different levels to their subsequent combination, unification. This approach is based on the assumption that element-by-element, step-by-step, level-

by-level assimilation of the language system, mastery of the components of monologue speech ultimately lead to the ability to independently participate in speech communication - to generate coherent statements in oral and written form.

This path can be chosen by the teacher:

At the initial stage of learning, when students are not yet able to read, or when instructional reading texts cannot offer a serious content basis for developing speaking skills.

At the middle and senior stages of education, when the language and content level of knowledge on the topic under discussion is quite high. In this case, the monologues can be built not so much on the material of one specific text, but on the basis of many texts read or listened to in the native and foreign languages, which involves the use of interdisciplinary connections.

In order to get the desired level of monologue speech in this case, the teacher must be sure that:

Students have sufficient information stock on this topic (taking into account interdisciplinary connections);

The language level (lexical and grammatical) is sufficient for a successful discussion of this topic in a foreign language;

In the speech repertoire of students there is a necessary supply of means for the implementation of various speech functions (consent, disagreement, transfer or request for information, etc.);

Students master speech skills (methods of communication of various speech statements, composition of speech).

2.3.3 Exercises in the development of monologue speech

The distinguished levels of utterance, taking into account the logical and mental activity of students, necessitate the use of appropriate types of exercises:

Aimed at mastering the statement at the level of one sentence (preparatory);

Teaching elementary utterances (conditional speech at the level of sphere-phrasal unity);

Leading to mastering the level of free speech (conditional speech and speech at the text level).

Exercises of the first type are based on the performance of educational actions that form the material and operational basis of speech, they belong to the pre-speech, skill level and constitute the zero cycle.

The second type of exercises develops logical thinking and forms the skills and abilities of logical construction of speech at the level of sphere-phrasal unity. For example:

- combine simple sentences of the story into complex ones;
- complete the statement (using the suggested options);

- select the appropriate arguments for these theses (given below);

- explain the reason...

- Prove that...

- choose a picture that evokes associations with studies (vacation, work, travel, etc.), justify your choice.

The third type of exercises forms the ability to logically and consistently combine sentences, combining them into a single statement about the subject, on the topic, in connection with the situation.

Supports in the development of monologue speech skills are linguistic, speech and meaningful. The latter are divided into verbal and non-verbal. Their number and choice are determined depending on the specific learning conditions:

Age and level of general education of students.

The level of language proficiency of the entire class and individual students.

Features of the speech situation.

The nature of the speech task / the degree of understanding of the speech task by all participants in the communication.

Individual characteristics of the personality of trainees.

The indicators of the formation of monologue skills are the quantitative and qualitative parameters of speech. The first include the rate of speech (pauses) and the volume of the utterance. Qualitative indicators are: relevance to the topic and situation of communication, linguistic normativity, consistency of the statement, emotional coloring, independence of the statement.

Current and final control is carried out in the process of performing conditionally communicative and communicative tasks orally.

2.3.4 Technology for teaching foreign language dialogic speech

Exercises for the formation of strategic competence in dialogic speech are divided into exercises according to:

aimed at the perception or presentation of information - receptive, productive, receptive-reproductive exercises;

communication - communicative, conditional communicative exercises;

using the native language - monolingual, bilingual or translation exercises;

work capacity in the learning process - training, control exercises; execution in a certain place - classroom, independent exercises;

time limitation - standardized, non-standardized exercises in time;

by the nature of performance – paired, independent or individual exercises;

by involving supports - with supports, without supports;

the degree of control from the teacher's side - controlled, uncontrolled exercises [26, p. 9].

We related all the above types of exercises to a single subsystem, we believe that the exercises designed for the development of speech can be called a multi-level subsystem, which aims to combine material in accordance with communicative intentions [50, p. 27].

When structuring the subsystem, we took into account the stages of development of communication skills, which can be extrapolated to teaching dialogic speech. The development of prepared speech involves changing the example of speech; the fruit of a personal statement based on sources of information. The development of unprepared speech is used with reliance on sources of information; based on life and speech experience; based on the problem situation [50, p. 23].

Dialogic speaking as a whole depends on the foreign language user's ability to combine educational and communicative strategies. Note that T.Oliynyk determined that strategic competence in dialogic speech includes the following skills: to find individual psychological properties; choose and apply learning strategies to the task and individual psychological properties; choose and apply communicative strategies regarding the ability to communicate [45, p. 9].

Summarizing the data of the analytical review of scientific research on the teaching of strategic competence and analyzing the theoretical and practical research, it can be stated that the user of a foreign language must possess the following skills: Ability to enter into a conversation: be able to discuss easily using appropriate language means; be able to start, maintain and end a conversation properly; be able to use speech clichés and phrases to buy time, start or end a conversation.

The ability to cooperate: to be able to provide feedback, promote the development of the conversation, attract new interlocutors to it, promote the development of the conversation on familiar topics; be able to apply the necessary strategies to achieve understanding. The ability to ask for clarification: to be able to ask additional questions that require clarification, as well as to be able to use clarification strategies [16, p. 56–57].

In the European language portfolio, the following skills are highlighted in dialogic speech: being able to start, support and end a conversation without problems, being a listener or a speaker; skillfully exchange detailed information that the interlocutor is interested in; be able to show your emotions and emphasize the importance of events; to be able to conduct an interview, clarifying and confirming information, developing the most interesting questions [16, p. 28–40].

In our opinion, the development of speech skills in dialogic speech as a type of speech activity and educational and strategic skills should be interconnected. Educational and strategic skills control the speed and quality of the emergence of competence in dialogic speech. Having singled out skills as dialogic speech, we can emphasize that each system of exercises should provide: a number of appropriate exercises according to certain skills and abilities; description of the desired sequence of exercises; the ratio of exercises according to species, types, subspecies and variants; frequency of use of a certain material; appropriate interconnection of all levels of the system [72, p. 18].

For the formation of strategic competence in dialogic speech, we developed a subsystem of exercises, which means a grouping of exercises aimed at mastering speech activity, which includes a set of exercises [72, p. 18].

2.3.5 Monitoring and evaluation of speaking skills

We will describe the criteria for compiling a subsystem of exercises for the formation of strategic competence, modified by us according to the goals of our research:

solving difficulties in learning a foreign language;

taking into account the peculiarities of the personal type of learning and the use of educational and communicative strategies;

informing students about the types of strategies; ensuring constant repetition of language material and the use of various types of strategies;

division of language material and strategies according to the communicative needs of communication;

ensuring the search for new strategies and a variety of exercises in the process of educational activity;

coordination of classroom and non-auditory works; correspondence of exercises and their corresponding strategies both in English classes and for independent work [41, p. 261].

The subsystem of exercises for the formation of strategic competence in dialogic speech includes two sets of exercises:

Complex I contains a set of exercises for applying direct strategies in dialogic speech:

Exercises for developing the ability to apply memorization strategies are divided into subgroups: exercises for learning to create mental connections; exercises for teaching the use of different imaging methods; exercises to update the studied material; exercises for learning to use physical reactions and sensations.

Exercises for developing the ability to apply cognitive strategies are divided into subgroups: exercises for applying communicative strategies in dialogic speech; exercises on creating and receiving messages; exercises on analysis and argumentation; exercises for systematization or demonstration of speech materials.

Exercises for the development of skills to apply compensatory strategies include the following subgroups: exercises for the use of language guesswork; exercises to overcome difficulties that appear in the process of communication.

Complex II contains a set of exercises for using indirect strategies in dialogic speech:

Exercises for developing skills to apply metacognitive strategies include the following subgroups: exercises for using background knowledge; exercises for planning and organizing one's own learning process; exercises to evaluate the process and result of training.

Exercises to develop the ability to apply affective strategies include the following subgroups: exercises to reduce anxiety; exercises to create positive attitudes; exercises to overcome negative emotions. Exercises for the development of the ability to apply social strategies include the following subgroups: exercises for asking questions to a communication partner; exercises on cooperation with others; exercises to develop empathy.

We will give examples of exercises included in the subsystem of exercises that we created. First, we offer students to familiarize themselves with the questionnaire *"Are you a good language learner?" Фрагмент анкети "Are you a good language learner?" ARE YOU A GOOD LANGUAGE LEARNER? Do the following quiz. You may tick more than one answer to each question/ try to be as honest as you can!*

1. When you start a course in a foreign language, do you know what you want to get out of it? a yes, always b yes, sometimes c no, never

2. Do you know more or less what level you are now? a yes b no

3. When you learn a new piece of language, do you try to practise it afterwards? a never b occasionally c sometimes d usually e always 4. ...

Exercises for the development of skills to apply compensatory strategies (exercises for learning to overcome difficulties arising in the process of communication).

Exercise: (Reproductive, communicative strategies: development of the ability to ask for an explanation of an unknown term, word). *You are the assistant of one of your teacher at the international conference, where different spheres of science are represented. How would you respond if one of the scientists asked you the following question? Don't forget! You can use your own strategy for asking for clarification. For example, by means of such phrases, questions: "Sorry, I don't follow",*

"I didn't catch that. Would you mind repeating it? ", " Could you repeat the question, please? ", "Sorry, I don't know what you mean by "Topiary". Would you mind explaining "Topiary "? "

1) What's your opinion of topiary?

2) Could you tell me about the using of IP Technologies in your country?

3) Is gizmo like pagers and cellular - telephones commonly at your university?

Exercises to develop the ability to apply social strategies (exercises for learning how to ask a question to a communication partner).

Exercise: (Receptive-reproductive, communicative strategies: development of questioning skills, predicting the course of the conversation). *Imagine you are going to have an interview at the company where you want to work. This is the job you've always wanted to have and now you need to do all your best in order to get it.*

Exercises to develop the ability to apply memorization strategies (exercises to update learned material). Exercise: (Receptive-reproductive, communicative social, compensatory metacognitive strategies, affective, and memorization strategies: development of skills to identify and use these strategies). *Your task is to determine which language learning strategies you would use in certain situations that are presented below.*

Exercises to develop the ability to apply cognitive strategies (exercises for teaching analysis and argumentation).

Exercise: (Receptive, conditional-communicative strategies: development of skills of analysis, assessment of speech actions of communicators). *Find two conversations of native speakers. Ask yourself which person is better communicator?*

Thus, the formation of strategic competence of students of language majors should take place during the beginning of speaking. For this purpose, a set of exercises is proposed, which is divided into two main groups.

Complex I contains a set of exercises for the development of the ability to apply direct strategies in dialogic speech, namely:

exercises to develop the ability to use memorization strategies (creating mental connections;

application of various methods of visualization; update of learned material;

use of physical reactions and sensations);

exercises to develop the ability to apply cognitive strategies (receiving and creating a message; analysis and argumentation; systematization and demonstration of language and speech material);

exercises for the development of skills to use compensatory strategies (application of linguistic guesswork and overcoming difficulties arising in the speech process).

Complex II contains a set of exercises for the development of skills to apply indirect strategies in dialogic speech, namely: exercises for the development of skills to apply metacognitive strategies (use of background knowledge; planning and organization of one's own learning process; evaluation of the learning process and result); exercises to develop the ability to apply affective strategies (overcoming/reducing anxiety; creating positive attitudes; overcoming negative emotions); exercises to develop the ability to apply social strategies (asking questions to a communication partner; cooperation with others; empathy).

2.4. Implementation of strategic competence in writing and exercises for its formation

2.4.1 Aims and content of teaching writing

The modern method of teaching a foreign language has several approaches to teaching written speech. O. Solovyova singles out formal, linguistic and activity approaches [16, p. 6-14].

The goal of the formal approach is the correct writing of the text, as for the content of the text, it is left out of consideration. Linguistic approach needs attention, it is expressed in the process of control writing by the teacher. The result of the linguistic approach is a "text-product" intended for a specific addressee.

The active approach is explained by the students' motivation for creative activity, familiarization with various strategies and methods of work. The purpose of the activity approach is the production of the text by means of individual creative activity. Using the activity approach, the teacher relies on the case of writing the work, but not on the result, in this case students independently choose the genre, topic and language means for written work. The active approach has a result in the form of a text "from myself".

Within the framework of the activity approach, a special type of writing arises - creative writing, which is explained as a way of free integration of language knowledge, demonstration of quantity and quality knowledge, a way of personal self-expression [51, p. 103].

It is creative writing that contributes to the formation of strategic competence in students of language majors. Creative writing as a special type of activity is divided into signs:

self-expression of the author is considered the main goal of creative writing;

creative writing is subjective and involves non-standard thinking of the author;

involves an appeal to the imagination; provides freedom of creativity, the possibility of realizing non-standard thoughts, feelings, ideas;

takes place on a reflexive basis;

is realized in the genres of story, essay, play, poem [12, p.22].

There are two forms of creative writing: individual and collective. Forms of individual creative writing are expressed in the form of independent planning and work on the text [5, p. 30].

Forms of collective creative writing are used less often, but have advantages over forms of individual writing. So, by creative writing we understand a special type of written speech, which is reflected reflexively, and its result is a special material - a story, an essay, a play, a poem.

2.4.2 Technology for the formation of foreign language writing skills

When reading this material, pay attention to the following issues:

Writing and written speech as a type of speech activity.

Objectives and content of teaching writing.

Technology of teaching written speech.

Writing is a complex speech skill that allows, with the help of a system of graphic signs, to ensure communication between people. This is a productive activity in which a person records speech for transmission to others. The product of this activity is a speech work or a text intended for reading. Written speech is one of the ways of forming and formulating thoughts. Outwardly expressed, as well as oral, written speech is secondary. The secondary nature of writing does not detract from its importance in human life.

Mastering written speech in a foreign language for many years was not the goal of teaching at school due to the dominant position of oral speech in the programs and the difficulty of mastering this skill (with a limited number of hours) and, accordingly, was not reflected in domestic teaching materials in foreign languages. Writing acted only as a means of teaching other types of speech activity, allowing students to better master the program language material, as well as a means of controlling the formation of students' speech skills and abilities. Meanwhile, the written form of communication in modern society performs an important communicative function. Therefore, at present, the attitude towards writing and teaching students the ability to express their thoughts in writing has changed dramatically. Writing as a learning goal is present in programs for all types of educational institutions, at all stages of teaching foreign languages.

When writing, the following analyzers are involved: motor (main), visual, speech-motor, auditory (secondary).

Writing, like speaking, is characterized by a three-part structure: incentive-motivational, analytical-synthetic and executive. In the incentive-motivational part, a motive appears, which acts as a need, a desire to enter into communication, to convey something in writing, to provide some information. The writer has an idea for the utterance. In the analytic-synthetic part, the statement itself is formed: the selection of words necessary to compose the text, the distribution of subject features in a group of sentences, the selection of a predicate or a core part in the semantic organization of links between sentences takes place. The executive part of written speech as an activity is realized in fixing the product with the help of graphic signs - written text.

Distinguish between writing and writing. In linguistics, writing is understood as a graphic system as one of the forms of the expression plan. Under written speech - bookish style of speech. In psychology, writing is considered as a complex process in which there is a correlation between speech sounds, letters and speech movements produced by a person. Written speech is the process of expressing thoughts in graphic form. In the methodology, writing is an object of mastering the graphic and spelling systems of a foreign language by students for fixing linguistic and speech material in order to better remember it and as an assistant in mastering oral speech and reading, since writing is closely connected with them. The basis of written speech is oral speech. In both cases, the result will be understanding of the message by other people. Writing is related to reading. They are based on one graphic system of the language. When writing, as well as when reading, grapheme-phoneme correspondences are established; they only have a different orientation: when reading from letters to sounds, when writing from sounds to letters. In the first case, the message is decoded or decrypted; in the second case, the message is encrypted or encrypted.

Often in the methodology, the terms "writing" and "written speech" are not opposed. The term "writing" is a broader concept than written speech, it can include both writing as such and written speech.

The letter suggests:

graphics - a system of signs-graphemes

spelling - spelling, a system of rules for the use of signs

record - written fixation of language units of different lengths

written speech - a written fixation of an oral statement to solve a specific communicative task.

In the practice of teaching, writing is understood as a technological or procedural aspect, and signature speech is a complex creative activity aimed at expressing thoughts in writing.

When they talk about writing as an independent form of speech activity, they mean written speech. The purpose of teaching writing in this context is to teach students to write in a foreign

language the same texts that an educated person can write in their native language. Any text written by the author is an expression of thoughts in graphic form.

The difficulties of teaching written language are obvious:

the process of teaching written speech is constantly complicated by discrepancies between the sound and graphic plans for expressing thoughts in a foreign language;

if in an oral communication something can be omitted by the speaker, filled in with facial expressions, gestures, intonation, then when communicating in writing, the statement must be specific and complete, as detailed as possible in order to fulfill its communicative function; the inability to expressively intotone one's speech requires a more careful selection of syntactic means, and the inability to use facial expressions and gestures requires a more strict grammatical design of written speech;

the formation of skills in the field of the graphic and spelling system of the language being studied, the presence of such features as unreadable letters, homophone words, variable forms of grammatical spelling, which appear only in writing and do not entail a change in the sound form of the word;

mastery of written speech; the student has a certain level of socio-cultural competence.

2.4.3 Control of the formation of writing skills

The method of creative writing combines pedagogical experience and transforms the educational into a creative space. The methodological basis of the first stage of written communication is a set of exercises that contribute to the development of writing. The typology of these exercises is based on the purpose of learning, mastering the writing technique [51, p. 103].

In order to create written texts, it is necessary to involve in the learning process actions aimed at mastering the compositional-logical and logical-informational structure of the text, to get acquainted with the methods of presentation, genre features, the development of error checking and correction skills [53, p.47]. In the creation of written texts, stylistic skills are important, the ability to format the text and express thoughts in written form, ensuring the content, structural, compositional integrity, completeness and addressability of the texts [53, p. 50]. The formation of creative writing skills is a long process that is gradually implemented in three stages: initial, implementation, and final. Each stage is outlined by its own goal and contains special exercises characteristic only for this stage [12, p.21]. Learning creative writing at the initial stage is the most important for the successful creation of unique material.

Exercise 1. (Compensatory, metacognitive, discursive strategies: development of the ability to express thoughts in written form, to ensure meaningful, compositional, structural integrity of the text). A) Complete the following phrases. University is the place…. I do not like University because…. If you study well, …. What I like at the University…. What I don't like at the University is…. B) Compare your answers with a partner.

Exercise 2. (Compensatory, communicative and discursive strategies: development of the ability to express thoughts in written form, to ensure meaningful, compositional and creative integrity of the text). *Complete the following sentences making the answer unexpected and interesting. If I were the President of our University, I…. If I were our lecturer of English, I…. Our University is as…as…. Knowledge is….*

Exercise 3. (Receptive, communicative and discursive strategies: development of the ability to paraphrase sentences in written form). *Say the opposite. There is more than one variant possible for each sentence. My University is the best place on the Earth. Ignorance is strength. I think entering this University is very important for the future career.*

Exercise 4. (Compensatory (linguistic), communicative and metacognitive strategies: development of the ability to analyze the text, practice and find errors). *Find mistakes in the paragraphs below.*

Exercise 5. (Communicative and discursive strategies: the development of the ability to formulate and construct a logical thought in written form in a short time) *In 5 minutes give reasons why getting higher education is or is not important.*

Exercise 6. (Communicative, educational and compensatory strategies: development of the ability to establish correspondences using the acquired knowledge of terminology, memorizing the correct spelling of words) *Match synonyms.*

1. Since a) Consequently

2. Nevertheless b) Furthermore

3. Moreover c) Likewise

4. Similarly d) Notwithstanding

5. As a result e) Because

Exercise 7. (Cognitive and compensatory strategies: developing the ability to analyze and sort words according to certain features, remembering the correct spelling of words) *Find the words which can be used in the conclusion. Firstly, finally, as a result, as a matter of fact, thus, however, all in all, moreover, but, consequently, in conclusion.*

In the second lesson, we offer tasks and exercises that correspond to the stage of introducing the technique of free writing.

Exercise 1. (Discursive, compensatory and metacognitive strategies: developing the ability to describe a term using associative skills) *Make the mind-map for the notion "university".*

Exercise 2. (Compensatory, discursive and metacognitive strategies: development of the ability to compare and evaluate certain situations in writing, expand vocabulary)

Write the arguments for and against entering the University. Write as many arguments as possible. Compare your ideas with a partner.

Exercise 3. (Metacognitive and communicative strategies: development of the ability to paraphrase sentences in writing). *Paraphrase the following sentences. Use from two to five words. Make sure you don't change the word given.*

Exercise 4. (Communicative, discursive strategies: development of the ability to compose a text according to the given words, using the technique of free writing) *Write a story using the following words: university, home assignment, lecturer, elephant, dog, copybook, iPad. Use the technique of Free Writing.* In the first part of the lesson, the stories created by the students are discussed, lexical, grammatical and stylistic material is worked out.

In the second part of the lesson, you can pay attention to the exercises of the final stage in pairs, which provides an opportunity to consider the performance of your own unique material.

Exercise 1. (Compensatory, discursive strategies: development of skills to work in groups, to collectively formulate an opinion in written form) *Work in group. Create your own fairy tale according to the plan. Each student in a group should answer only one question of the plan. Thus, the first student answers the first question; the second one answers the second question, etc. Start your fairy tale with words "Once upon a time". The story should be connected with your university life. Work in group. Create your own fairy tale according to the plan. Each student in a group should answer only one question of the plan. Thus, the first student answers the first question; the second one answers the second question, etc. Start your fairy tale with words "Once upon a time". The story should be connected with your university life.*

Plan to the fairy tale

1. Who lived there?

2. What did he or she do?

3. What happened next?

4. What did the main character decide when this had happened?

5. What was the result of his or her decision?

6. Who helped the main character?

7. What happened next?

8. Did the main character achieve success? What did he or she do?

9. What is the end of the fairy tale?

At the final stage, students can be given the task of writing a work on the topic "*The Ideal Place to Study*". Students can independently change and choose the title and genre for the work.

The next lesson is devoted to discussion, correction and editing of texts and their rewriting if necessary. During the study of the development of students' creative writing skills, it was found that the development of creative thinking takes place at the problem-searching level of activity. It can be obtained by solving problematic tasks, performing tasks of different levels of complexity. Thus, the set of exercises is directly based on three equal models of creative learning: divergent functions; development of affective processes and complex thinking; the inclusion of persons in establishing and solving the found problems [17, p. 27]. Therefore, the formation of strategic competence during the teaching of written communication occurs most effectively in the course of teaching students creative writing (a special type of written communication that occurs reflexively, the result of which is a unique material - a story, an essay, a play, a poem). It is advisable to carry out the work in three stages: the initial stage, the implementation stage and the final stage.

In the course of learning creative writing, the following types of strategies are involved: compensatory, metacognitive, and discourse strategies that activate the ability to express thoughts in written form, ensure the content, compositional, and structural integrity of the text, paraphrase sentences in written form, analyze the text, practice and find errors, according to a short time to logically formulate and construct an opinion in written form, and to work in groups, collectively formulate an opinion in written form.

CHAPTER 3. RESEARCH-EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF FORMING STRATEGIC COMPETENCE IN LEARNING A MODERN FOREIGN LANGUAGE BY STUDENTS OF LANGUAGE INSTITUTIONS OF EDUCATION AND RECOMMENDATIONS FOR ITS IMPLEMENTATION

3.1 Methodology

Pedagogical observation and pedagogical experiment are the most effective methods of researching the effectiveness of using certain methods and technologies in the educational process.

Pedagogical observation is a planned analysis and evaluation of the educational process.

Pedagogical experiment is a type of scientific research activity, which is carried out for the purpose of studying cause-and-effect relationships in the pedagogical process.

Since the object of this study is the teaching of vocabulary in high school, it is worth taking another look at the peculiarities of the formation of lexical competence of high school students.

High school students have significantly expanded active and passive vocabularies, are able to operate with lexical items both individually and at the level of supraphrase unity, in sentences, texts. The topic of situational communication is broad, so it is possible to work with high school students on a variety of topics. The lexical competence of high school students is the result of lexical knowledge and competences acquired in the previous years of study, which contain a stock of words that corresponds to the limits of the age period. The lexical competence of high school students is manifested in the appropriate use of lexemes in all types of speech activity. High school students are able to recognize lexical units by ear, in text, in speech, they know how to correctly use idioms, phraseological units, competently build their own expression, correct the mistakes of the interlocutor.

Modern methods of learning English pay special attention to the practical orientation of learning, improving lexical competence on the basis of acquired lexical knowledge. Mastering the English language as a system is a complex of interconnected elements aimed at learning vocabulary and its effective application in all spheres of communication. Thus, the main task of an English language teacher in high school is to teach the richness of the vocabulary of the English language, to study new lexical units. The students' task is to understand the importance of learning vocabulary, its place among other structural levels of the language, its role in mastering phonetics, grammar, stylistics, and spelling. In addition, learners must learn to master their vocabulary as effectively as possible in all communication situations.

3.1.1 Planning the study

The purpose of this experiment is to analyze and experimentally investigate the effectiveness of the system of tasks for the formation of lexical competence in English lessons in the 11th grade using multimedia presentations.

The subject of the experiment was a set of selected exercises aimed at achieving the set goal.

In order to achieve the given goal, a pedagogical experiment was implemented. Experimental training was carried out during the following stages:

The first stage – preparatory – included the following areas of work: 1) analysis of the level of lexical competence of eleventh-graders (declarative section); 2) selection of exercises to improve the level of lexical competence in English lessons in the 11th grades of a comprehensive educational institution;

II stage - the main one - application of a set of exercises in practice during experimental training;

III stage - final - analysis of the level of formed lexical competence in eleventh grade students after using the selected set of exercises (control section), quantitative and qualitative analysis of the results of the experimental study.

3.1.2 Participants

The experiment was conducted in the 2022-2023 academic year at the Fedor Potushniak Lyceum in Beregovo. Experimental training was conducted in two eleventh grades, covering 29 students, divided into two subgroups, 15 people in subgroup A and 14 in subgroup B, respectively. Subgroup A was called the control group, and subgroup B was called the experimental group.

During the preparation for experimental training, the following conditions were determined, namely the composition of the experimental group, which consisted of 14 people. The next condition was determining the duration of the experiment - 1 month. During the lessons, teaching aids, textbooks, video materials, handouts, a blackboard, a laptop, and sources from the Internet were used. Among the methods of teaching, the following were most often used: speaking, listening, reading texts and performing exercises to them, performing grammar and lexical-grammatical exercises, filling in blanks, answering questions, translating sentences.

3.1.3 Research instruments

In the course of experimental training, multimedia presentations created in PowerPoint were used by the teacher to illustrate the material and demonstrate current tasks. The topics were as follows: "The Most Famous People of the USA", "Youth and Society", "My Favorite Kinds of Sport", "Family Relationships" (Appendix A). Presentations were actively used by the teacher in the lessons to work with the experimental group. The control group worked in more familiar conditions, that is, mainly with handouts and a blackboard. Multimedia presentations were used by the teacher to a lesser extent.

Exercises for experimental training were selected according to the following types: conditional-communicative, receptive-reproductive and productive.

Conditional communicative exercises were aimed at training students' speech actions in situational conditions. They were given a certain speech task.

Receptive-reproductive exercises were aimed at stimulating that side of lexical competence, which is responsible for correct understanding of language material and interaction with it.

And the productive type of exercises was the students' creation of their own statement, built with lexical units learned and practiced in previous lessons. This type of exercise was used during the post-experimental section to analyze the effectiveness of experimental training and compare the level of lexical competence of CG and EG students at the end of the experiment.

In order to study, repeat and consolidate lexical knowledge and skills in senior classes, it is also advisable to use creative types of tasks, such as quizzes, crosswords, puzzles. These exercises are great for multimedia presentations. With the students of the experimental group, an extracurricular event was held before Halloween, at which various types of interactive tasks and presentations selected on the LearningApps.com website were actively used.

3.1.4 Procedures of the research

The criterion of completeness and accuracy of vocabulary comprehension was checked first. To diagnose students' use of their vocabulary, we proposed the following task.

Exercise: Celebrity

Criterion: completeness and accuracy of understanding

Purpose: to assess students' ability to use their vocabulary in an unprepared communication situation and to create lexically and grammatically correct statements

Condition: *Look at your classmate and imagine that he or she is a famous Ukrainian celebrity. Tell us your emotions upon meeting them, specify what that person is so well-known for (a politician,*

a sportsman, an actor, a pop star). Describe whether you find the person to be cool and awesome? Do you want to be like them? Say if you want to be famous too and how do you plan to make your dream come true.

To begin with, students' answers were evaluated in terms of correct grammar and vocabulary. It was found that it is somewhat difficult for students to follow the rules of grammar and use words lexically correctly in monologue speech. Only some students could use grammatical constructions correctly. Some students stated that the worry was caused by making mistakes, and some of the respondents admitted that they have theoretical knowledge of grammar, but rarely use it in practice, preferring simpler constructions in everyday communication.

Turning to the lexical side of student answers, we found that many respondents have difficulty choosing words in the right context. Figurative expressions and idioms were found in the speech of only some students, and, as classmates commented, those students additionally practice English outside of class and, accordingly, have high-level grades in classes. The effectiveness of the conducted quantitative analysis according to the criterion of completeness and accuracy of understanding is shown in the table 3.1.

Based on the obtained indicators, we can see that the average level of formation of lexical competence prevails among students according to the criterion of completeness and accuracy of understanding. This demonstrates that students can orient themselves in the communication situation, but it is difficult for them to construct their own utterances both grammatically and lexically. From this, we concluded that the active and passive vocabulary of the students is insufficiently developed and the weak ability to use the lexical units known to them to express their own thoughts.

Table 3.1. Levels of formation of foreign language competence in monologue speech of high school students according to the criterion of completeness and accuracy of understanding

Levels of formation	Groups	Criterion of completeness and accuracy of understanding	
		abs. unit	in %
High	EG (14 students)	2	14.3

	CG (15 students)	2	13,3
Middle	EG (14 students)	7	50
	CG (15 students)	6	40
Low	EG (14 students)	5	35,7
	CG (15 students)	7	46,7

Next, the criterion of lexical correctness was checked during the process of forming the lexical competence of 11th grade students.

The diagnostic task was developed by us in the form of a PowerPoint presentation and was based on the video at the following link (WatchMojo.com channel): https://www.youtube.com/watch?v=yIX5DLZYuFo [59]

The purpose of the task was to analyze whether the students are able to understand the vocabulary from the video, use their vocabulary, correctly construct their own statement from the point of view of lexical correctness.

Top 10 Iconic and Famous Americans

Choose the best summary for the video

A) **ALL of these people are famous for their contributions to American history and culture;**

B) **Every citizen of the USA must know the names of these people;**

C) **Each and every person from this TOP 10 list is an inspiration for future generations of America.**

Choose True or False among the following sentences

1. **Michael Jordan is a famous basketball star;**
2. **Oprah Winfrey is a politician;**
3. **Babe Ruth was a famous volleyball star;**
4. **Martin Luther King Jr. was nicknamed "The First American";**
5. **Benjamin Franklin was the first American president;**
6. **George Washington was one of the Founding Fathers of the United States;**
7. **John F. Kennedy was the one who modernized presidency in the USA;**

Complete the sentences

| TV show | human rights | basketball player | Elvis Presley |
| American | slavery |

▶ 1. Michael Jordan is a famous _____
▶ 2. Oprah Winfrey hosted a popular _____
▶ 3. Martin Luther King Jr. was a known fighter for _____
▶ 4. The one who made the rock sound his own was _____
▶ 5. Benjamin Franklin was also known as The First _____
▶ 6. Abraham Lincoln promised to end _____ in America

8. **One of Marilyn Monroe's most known romances was John F. Kennedy;**
9. **Elvis Presley has been known as the King of Rock and Roll;**
10. **Abraham Lincoln died from old age.**

Fig. 3.1 Diagnostic task for checking the criterion of lexical correctness

Carrying out these exercises showed that students are able to concentrate on the video and note down key points that later helped them complete the task. All exercises were aimed at testing lexical literacy.

The effectiveness of the quantitative analysis of the formation of lexical competence according to the criterion of lexical correctness is demonstrated in the table. 3.2.

Table 3.2 – Levels of foreign language lexical formation competence according to the criterion of lexical correctness before the experiment

Levels of formation	Groups	lexical correctness	
		abs. unit	in %
High	EG (14 students)	3	21,4
	CG (15 students)	2	13.3
Middle	EG (14 students)	7	50
	CG (15 students)	7	46,7
Low	EG (14 students)	4	28,6
	CG (15 students)	6	40

Analyzing the data in the table, we conclude that the level of formation of students' lexical competence according to this criterion was mostly average and low. The number of students who demonstrated a high level according to this criterion was the lowest, only 21.4% and 13.3% in EG and CG, respectively. This is explained by the fact that, as usual, English language lessons in these classes were dominated by exercises of a receptive-reproductive nature, the main emphasis was on expanding the quantitative volume of vocabulary.

Next, the range width criterion was checked. The test was carried out by discussing an oral topic, during which the students' task was not only to demonstrate the ability to use their vocabulary correctly, but also, if possible, to use additional means of imagery, such as idioms, phraseological units.
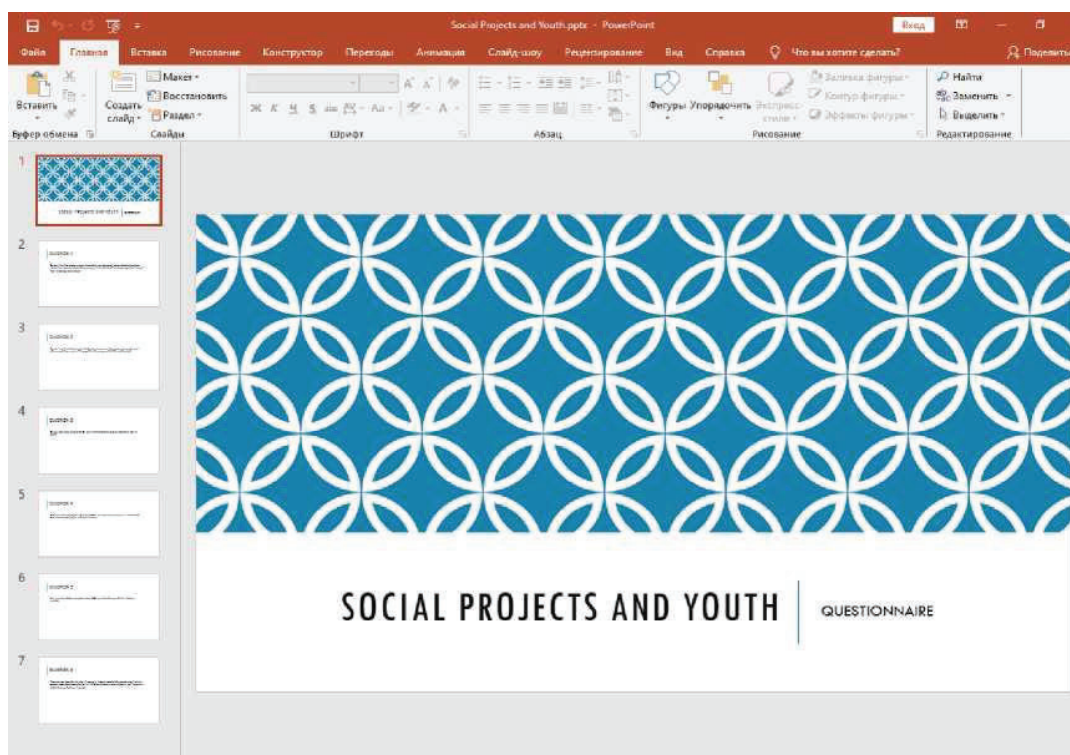
QUESTION 1

Do you think that young people these days are becoming more individually driven rather than socially driven? Do you agree that individuality is more important to youth than following social norms?

QUESTION 3

Do you like going to parties? Do you think that parties are an important part of youth?

Fig. 3.2. An example of slides from a diagnostic task for checking the range width criterion

This task revealed such a shortcoming of teaching English in these groups as an underestimation of the importance of figurative expressions in the students' passive vocabulary. Teachers did not pay enough attention to the teaching of idioms in English classes in the 11th grades, due to which it was difficult for students to recall lexical units from their memory that would add more imagery to their speech. Most of the students' statements were too simple, the most basic grammatical constructions and lexical phrases were used. Only some respondents encountered such idiomatic expressions in their answers as, for example, "a party animal", "a big mouth", "a golden boy", "a cog in the machine". Some students found it difficult to answer at all, answered very briefly.

The effectiveness of the study of students' lexical competence in terms of the breadth of the range is shown in the table. 3.3.

Table 3.3. Levels of formation of lexical foreign language competence according to the criterion of the breadth of the range before the experiment

Levels of formation	Groups	Criterion of range width	
		abs. unit	in %
High	EG (14 students)	2	14,3
	CG (15 students)	2	13,3
Middle	EG (14 students)	4	28,6
	CG (15 students)	6	40
Low	EG (14 students)	8	57,1
	CG(15 students)	7	46,7

The data obtained in the course of checking the initial level of formation of lexical competence of 11th-grade students showed that students have the most difficulties with the criterion of the width of the range. But in general, the level of formation of lexical competence is mostly average. Having analyzed all three criteria in aggregate, it is possible to make the picture shown in the table. 3.4.

Table 3.4. Levels of formation of English lexical competence of high school students at the beginning of the experiment according to three criteria

Levels of formation	Groups	Criteria

		Completeness and accuracy of understanding		Lexical correctness		Range width	
		abs. unit	in %	abs. unit	in %	abs. unit	in %
High	EG (14 students)	2	14,3	3	21,4	2	14,3
	CG (15 students)	2	13,3	2	13,3	2	13,3
Middle	EG (14 students)	7	50	7	50	4	28,6
	CG (15 students)	6	40	7	46,7	6	40
Low	EG (14 students)	5	35,7	4	28,6	8	57,1
	CG (15 students)	7	46,7	6	40	7	46,7

The data presented in the table demonstrate that teachers mostly emphasize the study and automation of lexical units. Most of the exercises in the lessons are receptive-reproductive type. A separate survey among students confirmed this assumption, as they stated that the tasks that the teacher gives them in class are mostly typical and not particularly interesting to them personally. Students often forget the learned vocabulary and grammar, provided that they do not study with a tutor or consume English-language content on the Internet. In addition, visibility in English lessons is usually minimal.

3.1.5 Data analysis methods

Lexical competence is assessed by such three criteria as the completeness and accuracy of vocabulary comprehension, lexical correctness and the breadth of the range of used lexical units.

Under the criterion of completeness and accuracy of understanding, the students' ability to correctly correlate the meaning of a lexical unit with the context of the statement was determined.

The criterion of lexical correctness involved assessing the level of formation of such lexical skills as the use of lexical units in their correct meanings.

The width of the range as a criterion determined the quality and expediency of the students' choice of language means for expressing their opinion. Not only the correctness of the lexical design was assessed, but also the diversity of the language arsenal: the use of figurative expressions, idioms, phraseological units, certain language clichés.

The effectiveness of research tasks made it possible to determine the level of formation of English lexical competence of high school students by level.

A student with a high level of lexical competence has no problems with understanding the content of texts during listening and reading, knows how to determine the meaning of new lexical units in context. In speech, the student can use introductory lexical items, gives examples and draws conclusions without problems, has a rich vocabulary. A high level of written competence also requires a wide vocabulary that corresponds to the topic of the message.

A student at an intermediate level has difficulties with the selection of vocabulary depending on the topic of situational communication, does not feel confident during oral speech. Experiences difficulties in understanding certain passages during listening and reading. In written tasks, there are difficulties with the selection of vocabulary in accordance with the information that the student wants to convey.

A student with a low level singles out some words and phrases during reading and listening, but is not always able to convey the meaning of what he has read or heard. In oral and written communication, he does not know how to choose the vocabulary for the communication situation, he cannot correctly convey his own thoughts.

In order to check the initial level of formation of the lexical competence of eleventh-grade students, at the beginning of the experiment, diagnostic tasks were carried out according to each of the above-mentioned criteria.

Tasks were evaluated on a scale from 0 to 12, where 0-5 is a low level, 6-9 is an average level, and 10-12 is a high level.

3.2 Findings

Thus, a problem was identified in the formation of lexical competence in English lessons among 11th-grade students. This is a certain jaggedness and automated reproduction of vocabulary, weak formation of students' understanding of the "word-image" connection and insufficient visibility, which, in turn, causes a general decline in interest in learning English at school. Based on this, it can be concluded that the use of multimedia presentations can bring variety, serve as an additional means

of mnemonics for students, and activate visual and auditory memorization of information at the same time. Also, it is more interesting for students to acquire new knowledge in this form.

At the end of the experimental training, after the active introduction of a new set of exercises and the active use of multimedia presentations, the results presented in Table 3.5 were obtained.

Table 3.5. Levels of English lexical formation competence of high school students at the end of the experiment

Levels of formation	Groups	Criteria					
		Completeness and accuracy of understanding		Lexical correctness		Range width	
		abs. unit	in %	abs. unit	in %	abs. unit	in %
High	EG (14 students)	3	21,4	4	28,6	3	21,4
	CG (15 students)	3	20	4	26,7	2	13,3
Middle	EG (14 students)	9	64,3	9	64,3	6	42,9
	CG (15 students)	8	53,3	8	53,3	9	60
Low	EG (14 students)	2	14,3	1	7,1	5	35,7
	CG (15 students)	4	26,7	3	20	4	26,7

The dynamics of changes in all three criteria for assessing the formation of the lexical competence of 11th grade students, which occurred throughout the experimental training, can be monitored in the table. 3.6

Table 3.6. The dynamics of changes during the experiment in the levels of formation of lexical foreign language competence of 11th grade students (in %)

Criteria	Levels	Groups	To exp.	After exp.	Absolute difference
Completeness and accuracy understanding		EG	14,3	21,4	7,1
	High	CG	13,3	20	6,7
	Middle	EG	50	64,3	14,3
		CG	40	53,3	13,3
	Low	EG	35,7	14,3	-21,4
		CG	46,7	26,7	-20
Lexical correctness		EG	21,4	28,6	7,2
	High	CG	13,3	26,7	13,4
	Middle	EG	50	64,3	14,3
		CG	46,7	53,3	6,6
	Low	EG	28,6	7,1	-21,5
		CG	40	20	-20
Range width		EG	14,3	21,4	7,1
	High	CG	13,3	13,3	0
	Middle	EG	28,6	42,9	14,3
		CG	40	60	20
	Low	EG	57,1	35,7	-21,4
		CG	46,7	26,7	-20

Analyzing these results, we see that there have been positive changes in the number of students who, at the end of the experiment, were able to improve their initial indicators and increase their level of formation of English lexical competence.

For each criterion, the changes occurred as follows:

1) Completeness and accuracy of understanding: high level - from 14.3% to 21.4% in EG and from 13.3% to 20% in CG; medium level – from 50% to 64.3% in EG and from 40% to 53.3% in CG; low level - from 35.7% to 14.3% in EG and 46.7% to 26.7% in CG.

2) Lexical correctness: high level - from 21.4% to 28.6% in EG and from 13.3% to 26.7% in CG; medium level – from 50% to 64.3% in EG and from 46.7% to 53.3% in CG; low level - from 28.6% to 7.1% in EG and 40% to 20% in CG.

3) Width of the range: high level - from 14.3% to 21.4% in EG and from 13.3% to 13.3% in CG; medium level - from 28.6% to 42.9% in EG and from 40% to 60% in CG; low level - from 57.1% to 35.7% in EG and 46.7% to 26.7% in CG.

3.3 Discussion and interpretation of results of the research

The conducted experimental training showed a better dynamics of changes in EG, where the exercises presented by means of multimedia presentations were more actively used. At the end of the experiment, the students admitted that working with exercises presented through Power Point presentations was much more interesting than their usual activity in the lesson, which mainly consisted of working with printouts, a textbook or a printed notebook. They also appreciated the creative potential of the teacher, who selected and compiled exercises and demonstrated them during the class.

Thus, the research and analysis of the obtained results according to all criteria is proof of the effectiveness of the developed system of exercises in the process of forming lexical competence using multimedia presentations in English lessons in the 11th grades.

Conclusions and pedagogical implications

1. The object of the study was the teaching of vocabulary in English lessons in the 11th grade. Experimental training of 11th grade students was conducted, the purpose of which was to analyze and experimentally investigate the effectiveness of the system of tasks for the formation of lexical competence in English lessons in 11th grades using multimedia presentations. Multimedia presentations were used to explain new material and complete classroom tasks.

2. An experimental test of the system of tasks for the formation of lexical competence in English lessons in the 11th grades using multimedia presentations was carried out. According to the results obtained during the experiment, it was established that the intensification of the educational process through the active involvement of multimedia presentations in the course of the lesson achieved the set goal and objectives of the experiment. Significant changes have taken place in EG: due to the increased level of visibility provided by the teacher's demonstration of the material through presentations, students have better assimilated what they have heard, and are more actively involved in the performance of tasks in the classroom. It also had a positive effect on the formation of students' foreign language lexical competence

So, the experimental verification of the effectiveness of the use of multimedia presentations in English lessons for the development of foreign language lexical competence of high school students was successful.

CONCLUSIONS

The conducted research made it possible to draw the following conclusions. The most important goal in learning a foreign language is the formation of key competencies, the main of which is communicative competence. One of the key components of communicative professional competence is strategic competence, which is a necessary and mandatory condition for successful linguistic interaction.

Strategy is the process of developing and implementing a communicative task, which is set with the goal of effective influence on the addressee. Foreign language strategic competence strategies are divided into direct (cognitive memorization, compensatory, and achievement strategies) and indirect (affective, social, metacognitive, and socio-affective) strategies, depending on the extent to which a foreign language is included in them. Within the limits of one strategy, several speech tactics can be distinguished, which are methods of speech influence, a set of speech means, and a way of implementing the strategy.

Strategic competence is understood as compensation in the process of communication for lack of knowledge of the language and social and speech experience of communication in a foreign language. Strategic competence includes two main components: the approximate basis of actions and actions for the implementation of set tasks.

The direction of strategy deployment is adjusted by the subject of learning in accordance with the changes occurring in the problem situation. The formation of strategic competence of students of language majors should take place in the process of mastering four main types of speech activity - listening, speaking, reading and writing.

The formation of strategic competence during listening training takes place in three stages: the initial, basic and advanced stages are distinguished.

We have proposed a system of exercises for listening, which consists of five subsystems: the first subsystem of exercises is aimed at gaining knowledge and familiarization with the types of strategies used during listening; the second is aimed at forming listening skills of texts of various genres; the third is designed for the development of skills and contains exercises to develop the skills of global, detailed, searching and critical listening of texts; the fourth is aimed at developing students' abilities; the fifth subsystem of exercises is directly aimed at developing abilities and skills in using strategies to overcome listening difficulties.

In the process of learning to read, students develop the ability to operate with receptive strategies (planning, execution, evaluation and correction) and semantic compression strategies. We have developed a set of exercises aimed at forming strategic competence in the course of learning to read.

At the pre-text stage of work, students are offered the questionnaire "Are you a good language learner?", the next step is to read the text "What makes a good language learner?" and determining the answers to the questions given after the text. Then students specify their tasks for mastering each type of speech activity and compare them with the tasks of the interlocutor. At the end of the work, summing up follows.

At all stages of the work (pre-text, text and post-text), different types of strategies are involved (receptive, reproductive and communicative strategies, as well as semantic compression strategies). The formation of students' strategic competence during the beginning of speaking occurs during the performance of a set of exercises aimed at developing the ability to apply direct and indirect strategies in dialogic speech.

Complex I contains a set of exercises for the use of direct strategies in dialogic speech: exercises for developing the ability to use memorization strategies, cognitive and compensatory strategies.

Complex II contains a set of exercises for the use of indirect strategies in dialogic speech, namely: exercises for developing the ability to use meta-cognitive, affective, and social strategies. The formation of strategic competence during the teaching of written communication occurs most effectively during the training of philology students in creative writing (a special type of written communication that occurs reflexively, the result of which is a unique material - a story, an essay, a play, a poem).

It is advisable to carry out the work in three stages, which include the initial stage, the implementation stage and the final stage. In the course of learning creative writing, the following types of strategies are involved: compensatory, metacognitive, and discourse strategies that activate the ability to express thoughts in written form, ensure the content, compositional, and structural integrity of the text, paraphrase sentences in written form, analyze the text, find and correct errors, a short time to logically formulate and construct an opinion in written form and work in groups, collectively formulate an opinion in written form.

Prospects for further research are related to the development of multimedia projects aimed at the formation of strategic competence of students of language educational institutions.

REFERENCES

1.   Алексеева С.В. Правильность и успешность коммуникации с точки зрения прагматики и дериватологии / С. В. Алексеева. – Пермь: ПГУ, 1995. – 14 с.

2.   Арутюнова Н.Д. От редактора // Логический анализ языка. Противоречивость и аномальность текста. – М.: Наука – 1990. – С. 3-8.

3.   Арутюнова Н.Д. Стратегия и тактика речевого поведения // Прагматические аспекты изучения предложения и текста Н.Д. Арутюнов – К. – 1983. – С. 37-56.

4.   Арутюнова Н.Д. Феномен второй реплики или о пользе спора // Логический анализ языка.

5.   Бакаєва Г. Є., Борисенко О. А. Програма з англійської мови для професійного спілкування. Київ : Ленвіт, 2005. 119 с.

6.   Барабанова Г. В. Методика навчання профорієнтованого читання в немовному ВНЗ : монографія. Київ : ІНКОС, 2005. 315 с.

7.   Бігич О. Б. Способи контролю розуміння почутого прочитаного англомовного повідомлення молодшими школярами. Іноземні мови. Київ : Ленвіт, 2001. № 2. С. 4–44.

8.   Близнюк Л. М., Кінах Л. С. Креативне письмо як засіб мотивації студентів до вивчення іноземної мови. Науковий вісник Волинського державного університету імені Лесі Українки. Філологічні науки. 2007. № 3. С. 28–32.

9.   Богданов В.В. Речевое общение. Прагматические и семантические аспекты. – Л.: Наука, 2000(б). – 175 с.

10.   Бондаренко К.В. Лінгвопрагматичний аспект конфліктного англомовного дискурсу // Вісник НУК. – Миколаїв – 2007. – С.112-116.

11.   Борецька Г. Е. Методика формування іншомовної компетентності у техніці читання. Іноземні мови. 2012. № 1. С. 3–8.

12.   Борисова Н. Дискурсивные стратегии в разговорном диалоге // Русская разговорная речь как явление городской культуры. Екатеринбург – 1996. – С. 21-48.

13.   Бородкин Ф.М. Внимание – конфликт! Ф.М. Бородкин. – Новосибирск: Наука, 1989. – 190 с.

14.   Ванівська О. І. Комунікативно–прагматичний підхід у формуванні стратегічної іншомовної компетентності. Молодь і ринок. 2016. №8 (139).С. 56–60.

15.   Вежбицкая Ф. Семантические универсалии и описание языков. М.: Языки русской культуры, 1999. – С. 52.

16. Верещагин Е.М., Костомаров В.Г.В поисках новых путей развития лингвострановедения: концепция речеповеденческих тактик / Е.М. Верещагин, В. Г. Костомаров. – М.: Прогресс, 1999. – 84 с.

17. Вікович Р. І. Методика навчання студентів мовних спеціальностей аудіювання англомовних теленовин: дис. ... канд. пед. наук: 13.00.02 / Р. І. Вікович. – К., 2011. – 344 с

18. Гез Н.И. Формирование коммуникативной компетенции как объект зарубежных методических исследований / Н.И. Гез // Иностранные языки в школе. – 1985. – № 2. – С. 17 – 24.

19. Германова Н.Н. Коммуникативная стратегия комплимента и проблемы типологии речевых этикетов // Язык и модель мира. – М. – 1993. – №416. – С. 27-39.

20. Гінцяк А. О. Роль стратегічної компетентності у навчанні іноземної мови. Науковий вісник Херсонського державного університету. Магістерські студії. 2019.

21. Головань М. С. Компетенція та компетентність : порівняльний аналіз понять. Педагогічні науки : теорія, історія, інноваційні технології. Суми, 2011. №8. С. 224–233

22. Гришина Н.В. Психология конфликта / Н.В. Гришина. – СПб: Питер, 2002. – 464 с.

23. Гулакова И.И. Коммуникативные стратегии и тактики речевого поведения в конфликтной ситуации общения / И. И. Гулакова. – Орел, 2004. – 152 с.

24. Дейк Т.А. Стратегии понимания связного текста // Новое в зарубежной лингвистике. – М.: Прогресс – 1978. – С. 259-336.

25. Джерелиевская М.А. Установки коммуникативного поведения / М. А. Джерелиевская. – М.: Смысл, 2000. – 191 с.

26. Елухина Н.В. Роль дискурса в межкультурной коммуникации и методика формирования дискурсивной компетенции. Иностранные языки в школе. 2002. № 3. С. 9–12

27. Жинкин Н. И. О кодовых переходах во внутренней речи / Н. И. Жинкин // Вопросы языкознания. – 1964. –№ 6

28. Загнітко А. Словник сучасної лінгвістики: поняття і терміни А.Загнітко. – Донецьк: ДонНУ, 2012. – 489 с.

29. Зязюн І. А. Концептуально-методологічні та дидактичні підходи до наукового дослідження педагогічної освітньо-виховної проблематики / І. А. Зязюн. - С. 3-76

30. Зыгмантович, С. В. Подготовка библиографической продукции библиотеками : науч.-практ. пособие / С. В. Зыгмантович. – Минск : Новое знание, 2009. – 229 с. – (Профессионалам библиотечного дела).

31.   Иссерс О.С. Коммуникативные стратегии и тактики русской речи / О. С. Иссерс. – М.: Эдиториал УРСС, 2002. – 284 с.

32.   Караєва, Т. (2011). Забезпечення навчальної автономії студентів у немовних ВНЗ. Іноземні мови, 3(67), 28–31.

33.   Касенкова Т.Н. Речевые стратегии как модуляции перспективы языкового отображения мира / Т.Н. Касенкова. – Краснодар, 2000. – 164 с.

34.   Клюев Е.В. Речевая коммуникация. Успешность речевого общения Е. В. Клюев. – М.: РИПОЛ КЛАССИК, 2002. – 320 с.

35.   Компетентнісний підхід у сучасній освіті : світовий досвід та українські перспективи. Бібліотека з освітньої політики / за заг. ред. О. В. Овчарук. Київ : «К.І.С.», 2004. 112с . 20. Лейко С. В. Поняття «компетенція» та «компетентність» : теоретичний аналіз. Педагогічний процес : теорія і практика. 2013. №4. С. 128–135.

36.   Корольова А.В. Типологія комунікативних стратегій мовленнєвої поведінки в ситуаціях конфлікту // Слов'янський вісник. Рівне: РІСКСУ – 2006. – №6. – С. 119-122.

37.   Лугова В, Сєріков Д. Діагностика управлінської компетентності керівника. Актуальные научные исследования в современном мире 2017. № 3(23) Ч. 4. С. 36-41.

38.   Майєр Н. В. Теоретико-методичні засади формування методичної компетентності у майбутніх викладачів французької мови : дис. д–ра пед. наук: 13.00.02. Київ, 2016. 735 с.

39.   Мисечко О. Є. Поняття стратегічної компетенції у змісті сучасної професійної підготовки вчителя іноземної мови у ВНЗ : веб–сайт. URL: http://eprints.zu.edu.ua/id/eprint/586

40.   Невідома Я. Г. Комунікативна компетентність як засіб соціальної адаптації студентів : веб–сайт. URL: http:// nbuv. gov. ua/UJ RN /ap s p p _2012_14_21

41.   Ніколаєва С. Ю. Загальноєвропейські рекомендації з мовної освіти : вивчення, викладання, оцінювання : наук. ред. укр. видання Київ : Ленвіт, 2003. С. 261–273.

42.   Овчарук О. В. Компетентності як ключ до формування змісту освіти. Стратегія реформування освіти України. Київ : «К.І.С.», 2003. 295 с. 73

43.   Овчарук О. В. Розвиток компетентнісного підходу : стратегічні орієнтири міжнародної спільноти. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи. Київ : «К.І.С.», 2004. 112 с.

44.   Олійник Т. О. Зміст стратегічної компетенції в оволодінні німецькою мовою учнів загальноосвітніх шкіл. Вісник Київського національного лінгвістичного університету. Сер. Педагогіка та психологія. Київ : КНЛУ. 2002. № 5. С. 266–272.

45.   Олійник Т. О. Особливості формування навчально-стратегічної компетентності. Іноземні мови. 2013. № 4. С. 9–20

46.   Потюк І. Є. Роль стратегічної компетенції у формуванні іншомовної комунікативної компетенції. Наукові записки Національного університету "Острозька академія". Сер. : Філологічна. 2012. № 25. С. 227–229.

47.   Противоречивость и аномальность текста. – М.: Наука – 1990. – С. 175-189.

48.   Сковородников А.П., Копнина Г.А. Лингвистика информационно-психологической войны: к обоснованию и определению понятия // Политическая лингвистика. 2016. № 1. С. 42–50.

49.   Соловова, Е. (2004). Методическая подготовка и переподготовка учителя иностранного языка: интегративно-рефлексивный поход. Москва:Изд-во Глосса-Пресс.

50.   Сухих С. А. Прагматическое моделирование коммуникативного процесса / С. А. Сухих. – Краснодар: КГУ, 1998. – 159 с.

51.   Тарасова И.П. Структура смысла и структура личности коммуниканта / И. П. Тарасова // Вопросы языкознания. – 1992. – №4. – С.103-110

52.   Труфанова И.В.О разграничении понятий: речевой акт, речевой жанр, речевая стратегия, речевая тактика Филологические науки. – М. – 2001. – № 3. – С. 56-65.

53.   Фіцула М. М. Педагогіка : навч. посіб. для студентів вищих педагогічних закладів освіти. Київ: «Академія», 2000. 544 с.

54.   Формановская Н.И. Размышления о единицах общения // Русский язык за рубежом. – М. – 2000. – № 1. – С. 56-63.

55.   Чепіль О. Я. Навчально-методичні рекомендації з навчальної дисципліни " Ефективна презентація" за напрямом " Філологія. Англійська мова та література" / Укл. Оксана Яківна Чепіль. – Острог : Видавництво Національного університету " Острозька академія", 2014. – 48 с.

56.   Штурхецький С.В. Комунікативні стратегії у місцевому самоврядуванні: аспект соціальної дії // Наукові конференції [Електронний ресурс] – Режим доступу: http://intkonf.org/shturhetskiy-sv-komunikativni-strategiyi-u-mistsevomu-samovryaduvanni-aspekt-sotsialnoyi-diyi.

57.   Щерба Н. С. Теоретичні підходи до аналізу поняття «стратегічна компетенція» Модернізація вищої освіти у контексті євроінтеграційних процесів: зб. наук. праць учасників Всеукр. методолог. семінару з міжнародною участю. Житомир: Вид-во Житомирського державного університету імені І.Франка, 2007. С. 231–235.

58. Якубаева К. С. О трудностях аудирования учебной лекции. [Електронний ресурс] / К. С. Якубаева, З. А. Касымова // G&Global — 2015. [Електронний ресурс]. – Режим доступу: http://group&global.org/ru/publication/24515&o& trudnostyah&audirovaniya&uchebnoy&lekcii — Назва з екрану

59. Bachman L. F., Palmer A. Language testing in practice. Oxford : Oxford University Press, 1996. 377 p.

60. Borisko N., Gutnik W., Klimentjewa M. Curriculum für den sprachpraktischen Deutschunterricht an pädagogischen Fakultäten der Universitäten und pädagogischen Hochschulen. Gesamtleitung und Redaktion. Kiew. 2004, 326 p.

61. Canale M., .Richards J. C & Schmidt R. W. From communicative competence to communicative language pedagogy. Language and Communication. London & New York: Longman, 1983. P. 2-27.

62. Canale M., Swain M. Theoretical bases of communicative approaches to second-language teaching and testing .Applied Linguistics. 1980. № 1. P. 1–47. 80

63. Chamot A. U. & O'Malley J. M. A cognitive academic language learning approach: A bridge to the mainstream. TESOL Quarterly, 21. 1987. P. 227-249.

64. Craig R.T. Communication theory as a field // Communication Theory. – 1999. – Vol. 9. – P.52.

65. Edmondson W., House J., Einfhrung in die Sprachlehrforschung. Tibingen: Franke, 2000. 369 p.

66. Faerch C., Faerch C., Kasper G. Processes and Strategies in Foreign Language Learning and Communication. Interlanguage Studies Bulletin. 1980. № 5. P. 47–180

67. Grabe W. Current developments in second language reading research. TESOL Quarterly., 1991. № 25, P. 375–406

68. Green J. M.,.Oxford R. L. A Closer look at learning strategies, L2 proficiency, and gender. Tesol Quarterly.1995. Vol. 29, № 2. P. 261–297

69. Gumperz J.J. Individual and social differences in language use. Individual differences in language ability and language behaviour. – L., N.Y.: Acad. Press,1979. – P.10.

70. Heringer H.J. Interkulturelle Kommunikation H.J. Heringer. – Basel: Francke, 2004. – 240 p.

71. Lakoff G. Metaphors We Live By / George Lakoff, Mark Johnson. – Chicago : University of Chicago Press, 1980. – 242 p.

72. Larsen-Freeman D. Learning strategy training, cooperative learning, and multiple intelligence. Techniques andprinciples in language teaching. Oxford : Oxford University Press. 2000. 189 p.

73.   Levy D. Communicative goals and strategies: Between discourse and syntax // Syntax and Semantics. – Vol. 12: Discourse and Syntax. – N.Y., 1979. – P. 183-210.

74.   Lin M. Is There an Essential Difference between Intercultural and Intracultural Communication? // Intercultural Communication. – 2003-2004. – № 6. – P. 211-215.

75.   Little D. Learningas dialogue: the dependence oflearner autonomy on teacher autonomy. System23. 2, 1995. P. 175–181.

76.   Lynch T., A Study Listening. A course in listening to lectures and note taking. Cambridge University Press, 2004. 214 p.

77.   Mariani L., Developing Strategic Competence: towards Autonomy in Oral Interaction Perspectives, a Journal of TESOL. Italy. Volume XX, № (1), 1994.

78.   Min-hsun MS. A Study of EFL Technological and Vocational College Students' Language Learning Strategies and their Self-Perceived English Proficiency. Electronic Journal of Foreign Language Teaching 2005, Vol. 2, №(1), P.44-56. URL: http://e-flt.nus.edu.sg/v2n12005/su.htm.

79.   Nunan D. Language Teaching Methodology L.: Prentice Hall, 1998. 264p.

80.   Nyikos M. , Oxford R. A factor-analytic study of language learning strategy use: Interpretations from information processing theory and social psychology. ModernLanguage Journal. 77 (1). 1993. P. 11–23.

81.   O'Connell M., Daigakuen G. Sh. Conversation Strategies. (Review). The Language Teacher, Volume   30,   №3.   2006.   P.   27–28.   URL: http://www.indepub.com/reviews/conversation_strategies.php.

82.   O'Malley J. M., Chamot A. U. Learning strategies in second languageacquisition. Cambridge: Cambridge University Press, 1990. 340 p

83.   Oxford Advanced Learner Dictionary of Current English / Sally Wehmeier. – Oxford: University Press, 2000. – 1600 p.

84.   Oxford R. L. Magnan S. S. Language learning strategies and beyond: A look at strategies in the context of styles. Shifting the instructional focus to the learner. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages, 1990. P. 35–55.

85.   Oxford R. L., Chamot A. U., Barnhardt S., El-Dinary P.B. and others. Methods for teaching learning strategies in the foreign language classroom. Language learning strategies around the world : Cross-cultural perspectives. Honolulu, HI : University of Hawaii Press. 1996. P175–187.

86.   Oxford R. Language learning strategies in a nutshell: Update and ESL suggestions. TESOL Journal. № (2). 1992–93. P. 18–22.

87.   Porter R.E., Samovar L.A. Intercultural   Communication: A   reader / R. E. Porter, L. A. Samovar. Belmong: Wadsworth Publishing Company, 1988. – 340 p.

88.   Thomas A. Kulturstandards in der internationaler Begegnung / A. Thomas. – Saarbruecken: Breitenbach, 1991. – 250 p.

ANNEX

Annex A

Each candidate will have only 3 min for the interview. The interview will have 1 min to explain his/her choice. Situation A. You are the interviewer and preparing to interview a candidate. Other student is to give brief information about him/herself in order to be taken on this vacancy. The candidate will fill in his/her CV. Think over the questions that you will ask the candidate.

TASK:

• Think how to start the interview.

• Ask the candidates more than three questions on their CVs.

• After the interview you need to choose one suitable candidate and explain your choice. Mind their body language.

• If a candidate crosses arms, he/she appears to be defensive and closed off to you.

• Maintaining a good balance of eye contact conveys honesty, confidence, and interest.

• Both men and women should be comfortable offering a firm, dry, confident handshake.

• Rubbing or touching nose suggests that the interviewer is not being completely honest.

• Sitting with armsfolded across the chest appearsthat a person is unfriendly and disengaged.

Annex B

Situation A: You are a Ukrainian student in International Student Exchange Program in the UK (the United Kingdom). Your task is to prepare an oral presentation about your university, city and country in general. Your presentation must be about 45 minuteslong and must explain Ukrainian education system in some detail. Your oral English skills are not too good, but you know the academic vocabulary for your field and have a pretty fair grasp of the English grammar. You are feeling nervous. Which language learning strategies do you need to use?

Situation B: You are a 19-year-old student of the Department of Economicsin Ukraine. You've come to the USA, Chicago to work and travel for 3 or 4 months. You had a good job offer and were prepared to work as a waiter (waitress) but unfortunately when you came to the restaurant they explained that because of the crisis they don't have a job for you. You are almost illiterate in English as you had a short course in English at your university but all of your English skills still are very poor. You need to learn enough English so that you can find a new job, go shopping, travel and become adjusted to a totally new cultural situation. Which language learning strategies do you need to use?

Situation C: You're a student learning English for him/herself. You have a good sense of humour and enjoy jokes and cartoons. You decide to buy an English cartoon book. It is about 100 pages long, full of cartoons. You want to read the book, understand the cartoons, and explain some of the cartoons to yourfriends who don't know English at all. Which language learning strategies do you need to use?

Situation D: You are a tourist in Bath (city in the UK). You have never been here before, and your studying of English has been limited to skimming the phrasebook. You managed to find your hotel with the help of a taxi driver. You went out for a walk on your own and got lost. Nobody around you seems to speak Ukrainian. Your task is to find out where you are and get back to your hotel before it gets dark. You have 2 hours to do this. You are getting a little worried! Which language learning strategies do you need to use?

Annex C

Although both probably have very similar grammar, pronunciation and vocabulary, it should be possible to decide that one is better. The following checklist presents some of the key characteristics of effective communication:

SPEAKER'S PURPOSE

very clear   fairly clear   unclear

ORGANISATION OF MAIN POINT

very clear   fairly clear   unclear

VOLUME

too loud   just right   not loud enough

SPEED

too fast   just right   too slow

EYE CONTACT

maintains   eye contact   avoids eye contact

FEEDBACK

Always   sometimes   never

BODY LANGUAGE

Appears nervous   appears relaxed

CONTENT

Totally relevant   sometimes irrelevant   totally irrelevant

Also, note for yourself the fillers, idioms and set phrases that were used by these two speakers.

Find mistakes in the paragraphs below.

A) Knowledges are not just information but the organization and interpretation of informations, what can be achieved through a good university curriculum. Beside, the group work, teamwork and games in class can help students define themselves and the way they relate to others. It mean that universities, like the Internet, provide people with knowledge, critical thinking skills and social skills.

B) Some students like university, others think they hate it. For student who are done well, university is an attractive place. But those, who is not successful with their grades and are always pressed by lecturers and their parent, consider university boring and uninteresting.

C) After the home, university isn't the main social environment for young people. At the university we make our best friends, with whom we spend considerable time going together to excursion, concerts, parties and discos.

Annex E

Paraphrase the following sentences. Use from two to five words. Make sure you don't change the word given.

1. If you try harder, you'll do better.

The

The _____.

2. He is the best instructor at the university.

Good

No one else at the university is _____ he is.

3. Sally is more educated than Pam.

Less

Pam _____is Sally.

4. I advise you to do more grammar exercises.

Should

You _____grammar exercises.

5. She doesn't have many friends because she is rude and unpleasant.

Reason

The _____have many friends is that she is rude andunpleasant.

6. He got a promotion because he worked extremely hard.

Therefore

He worked extremely hard _____a promotion.

РЕЗЮМЕ

Дипломна робота присвячена дослідженню стратегій при навчанні іноземної мови на сучасному етапі.

Мета роботи – розробити систему вправ, спрямованих на формування стратегічної компетентності студентів мовних навчальних закладів та дослідити експериментально у Берегівському ліцеї імені Федора Потушняка.

Для досягнення поставленої мети передбачається виконання наступних завдань:

1) узагальнити підходи до визначення поняття стратегічної компетентності;

2) встановити структуру стратегічної компетенції;

3) визначити умови формування стратегічної компетентності студентів мовних навчальних закладів;

4) побудувати систему вправ, спрямованих на формування стратегічної компетентності студентів мовних навчальних закладів.

Об'єктом дослідження є професійна підготовка фахівців у мовних навчальних закладах.

Предметом дослідження є система вправ для формування стратегічної компетентності студентів мовних навчальних закладів.

Дипломна робота складається зі вступу, трьох розділів, що поділяються на підрозділи, висновків та списку використаних джерел. Загальний обсяг роботи – 113 сторінок. Список використаних джерел нараховує 88 позицій.

У вступі обґрунтовано актуальність теми та надано науковий апарат дослідження.

У першому розділі (теоретичному) доведено, що підходами, які забезпечують реалізацію завдання формування стратегічної компетентності студентів мовних спеціальностей, є: принцип гуманізації, принцип співробітництва, принцип колективної взаємодії, принцип індивідуалізації, принцип розумного поєднання колективність, індивідуальність форм і методів виховної роботи або єдність соціалізації та індивідуалізації, принцип опори на реальний досвід суб'єктів навчання, принцип свідомості, активності та самостійності суб'єктів навчання, принцип наочності, розвивальне навчання, принцип варіативності навчального матеріалу, принцип спрямованості на практичну діяльність, принцип позитивного емоційного забарвлення, принцип науковості.

Ефективне формування стратегічної компетентності стає можливим завдяки реалізації в освітньому процесі таких принципів: принципу індивідуалізації, принципу співробітництва, принципу опори на реальний досвід суб'єктів навчання, принципу розвивального навчання. , принцип варіативності навчального матеріалу.

У другому розділі в свою чергу ми запропонували систему вправ для аудіювання, яка складається з п'яти підсистем: перша підсистема вправ спрямована на отримання знань та ознайомлення з видами стратегій, що використовуються під час аудіювання; другий спрямований на формування навичок аудіювання текстів різного жанру; третій призначений для розвитку навичок і містить вправи для формування навичок глобального, детального, пошукового та критичного слухання текстів; четвертий спрямований на розвиток здібностей учнів; п'ята підсистема вправ безпосередньо спрямована на розвиток умінь і навичок використання стратегій подолання труднощів аудіювання.

У процесі навчання читання в учнів формується вміння оперувати рецептивними стратегіями (планування, виконання, оцінка та корекція) і стратегіями семантичного стиснення. Ми розробили комплекс вправ, спрямованих на формування стратегічної компетентності в ході навчання читанню.

На всіх етапах роботи (передтекстовому, текстовому та післятекстовому) задіяні різні види стратегій (рецептивна, репродуктивна та комунікативна стратегії, а також стратегії семантичної компресії). Формування стратегічної компетенції учнів на початку мовлення відбувається під час виконання комплексу вправ, спрямованих на розвиток умінь застосовувати прямі та непрямі стратегії в діалогічному мовленні.

У третьому розділі йдеться про експериментальне дослідження використання стратегій в навчальному закладі. Експеримент проводився у 2022-2023 навчальному році в Берегівському ліцеї імені Федора Потушняка. Експериментальне навчання проводилось у двох одинадцятих класах, охоплено 29 учнів, розподілених на дві підгрупи, відповідно 15 осіб у підгрупі А та 14 осіб у підгрупі Б. Підгрупу А називали контрольною, а підгрупу Б — експериментальною.

Під час підготовки до експериментального навчання були визначені такі умови, а саме склад експериментальної групи, яка складалася з 14 осіб. Наступною умовою було визначення тривалості експерименту – 1 місяць. Під час проведення уроків використовувалися методичні посібники, підручники, відеоматеріали, роздатковий матеріал, дошка, ноутбук, джерела з мережі Інтернет. Серед методів навчання найчастіше використовувалися: говоріння, аудіювання, читання текстів і виконання вправ до них, виконання граматичних і лексико-граматичних вправ, заповнення пропусків, відповіді на запитання, переклад речень.

Виконана робота може стати основою для створення нового, творчого підходу до навчання іноземної мови.