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THE USAGE OF SPEECH SITUATIONS IN THE FORMATION OF FOREIGN LANGUAGE COMPETENCE OF STUDENTS IN NON-LINGUISTIC UNIVERSITIES

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Abstract: *The article is devoted to the problem of using speech situations in the formation of foreign language competence.*

Key words: *speech situations, foreign language competence, non-linguistic university, simulating and simulative types of communication.*

ИСПОЛЬЗОВАНИЕ РЕЧЕВЫХ СИТУАЦИЙ В ФОРМИРОВАНИИ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

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Аннотация: *Статья посвящена проблеме использования речевых ситуаций в формировании иноязычной компетенции.*

Ключевые слова: *речевые ситуации, иноязычная компетенция, неязыковой вуз, имитирующий и симулятивный типы общения.*

Modern life influences all spheres of social human life making new demands to educational process. Higher educational system must solve new urgent tasks.

Formation of foreign language competence of students of non-linguistic specialties is one of the goals in learning a foreign language. Foreign language competence is considered as the most important and required competence, the need for its development specialists enhanced by the emergence of a wide network of communication systems and access to the international level of professional and business communications both in real and virtual space.

Foreign language competence enables the graduate to use the knowledge in a real professional environment. Thus, it means that the future specialist has not only necessary knowledge, skills and abilities in the subject field, but also is capable to use a foreign language in the his profession and to live in the given environment [1].

So there is a problem of social and professional adaptation of students before teachers of foreign languages and teach them how to communicate in the socio-cultural sphere. Learning to communicate in the socio-cultural sphere is the training of oral communication in the first place, which is one of the most actual and complex problems of modern techniques. Since communication training should be aimed at the realization of communicative intentions in a speech, that to achieve this goal is very important to create and use of speech situations in the foreign language lessons,

as the situation largely determines verbal behavior of communicants. The establishment of such situations in the real communication is dictated by life itself and in the educational process there is only one situation – learning, when teachers and students communicate with the aim to teach and learn something [2].

Some scientists also pay attention to the necessity of creation real communicative situations in order students can use language in definite social context [3].

It is known that there are several types of communication and specialists distinguish several types of situations according to their degree of approximation to real life. We will concern the situations within the framework of simulating and simulative types of communication. This situation is on the basis of communication, simulating communication is necessary because it prepares not only for free communication, giving examples of the implementation of the most common communicative intentions in speech acts, but also introduces the socio-cultural aspect of communication. Students become familiar with the language means adopting a particular speech acts. That situation created by simulating communication, creates the foundations of the communicative competence of students.

Situations of simulating communication should depict typical natural situations in everyday life in the country of the target language, either in this country. A detailed verbal description of the depicted situation with visual support should be given.

The content of the training activity of the simulating communication may be as follows:

- perception and reproduction of a certain communication act, shown in the film, listened to the recording or presented by the teacher followed by an analysis of the communicative situation, linguistic and extra-linguistic features of the implementation of the communication act, control understanding what they heard. The situations in the process of learning should be exercises for the assimilation of certain linguistic resources allocated and complemented by stylistic variants. Reproduction of the original text is the final stage of work.

- substitution and preparation of dialogues by example (recovery dialogues response cues, cues for initiating, on the first and last remarks, etc.).

- preparation of dialogue according to the picture or we can use video plot.

The teacher of a foreign language has a chance to extend the creative work using freeze frame shot. It is an example of simulative type of communication. It is designed to create the real acts of communication in the conditions of training, which is very important for the formation of foreign language competence of the students, as simulative communication gives the opportunity to the student to be involved in real life. It is an imitative, imagined and played reproduction of interpersonal contacts organized around a problem situation. It can be presented as a discussion of the plan, a conflict resolution, a dispute, a debate. The teacher creates the situations according to the modules of the working program. The act of communication is motivated by an interest to the content of the depicted scenes, the desire to play role well, fantasy.

It is necessary to note the following simulative communication techniques:

- dramatization, the theme and plot are given by a teacher and the students should accomplish them into speech;

- sketch, prepared in advance, often by the students, the problem situation with the characters, their social status, role behavior. In this case multifarious vocabulary is presented, as it is prepared in advance;

- role-play, it is characterized by freedom and spontaneity of speech and nonverbal behavior of the characters. Each participant in the game organize independently their behavior depending on the problem being solved, their communicative intentions, behavior partners [2, 3].

Role play can represent as a single communication act (introduction, purchase, congratulations), and a complex communicative act, consisting of a series of elementary, united by a common purpose and the communicative situation.

To draw the conclusion, the use of speech situations is an important condition for the formation of foreign language competence in the training of students of non-linguistic specialties. Also great importance is given to simulating and simulation types of communication in creating situations, which is confirmed by the practice.

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