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**THE ROLE OF DIDACTIC PRINCIPLES IN TEACHING  
FOREIGN LANGUAGE SPEECH ACTIVITY IN  
CONTEMPORARY APPROACH TO TEACHERS' TRAINING**

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**Abstract.** *The article defines and specifies the role of specific didactic principles in the process of foreign language teachers' training in European context.*

*The purpose of foreign language teaching in general and practical purposes of teaching the subject in particular were for a long time confined to the development of oral language skills. Other language activities were regarded by additional means of teaching. Society social need for specialists whose oral and written forms of foreign communication are equal led to the appearance of scientific papers that prove the expediency of interconnected teaching of different speech activity types.*

*To prove this authors show that properly grouped didactic principles are essential in teaching a foreign language, in particular, in the development of foreign speech skills of future English teachers, because they include all the necessary components for the successful mastering a foreign language and the development of students' creative personality.*

*Such principles are basic provisions of interaction between teachers and students and they determine various aspects of teaching: content, methods, tools, forms; these very principles reflect the general requirements for the formation of teaching content and organization of the educational process. The subject "Foreign Language" has specific characteristic which means not only knowledge accumulation but the process of mastering foreign language communicative activity by students.*

*Due to this fact the authors singled out the most essential didactic principles of the organization of teaching foreign language activity of future English teachers.*

*The development of foreign speech skills of future English teachers in the process of mastering a foreign language information is unlikely to be carried out without the principle of reflective activity, namely: the development of introspection, self-esteem, self-education, self design of own activities.*

*The principle of complete mastering studied material is one of the main linguodidactic principles in the development of foreign real language skills of future English specialists as knowledge of a foreign language must be constantly replenished and repeated with previously studied material.*

*The authors state that if we consider the aforementioned didactic principles in the organization of the teaching process of future English teachers, foreign language will become a real communicative discipline.*

**Keywords:** *principle, skills, communication, reflection.*

Ukraine's accession to the European Higher Education community plays a major factor during the implementation of certain strategic direction of Ukraine's integration into the European Union. The ways of educational reform are defined in the "National Doctrine for Development of Ukraine's Education in XXI century", where the necessity of mastering additional foreign languages in addition to the native one by every citizen of the country is emphasized. Therefore, the problem of training organization of future English specialists has become important at present.

The purpose of foreign language teaching in general and practical purposes of teaching the subject in particular were for a long time confined to the development of oral language skills. Other language activities were regarded by additional means of teaching. Society social need for specialists whose oral and written forms of foreign communication are equal led to the appearance of scientific papers that prove the expediency of interconnected teaching of different speech activity types.

Thus, understanding didactic and methodological principles of the development of students' foreign language skills is of vital importance.

*The objective* of the article is to show that properly grouped didactic principles are essential in teaching a foreign language, in particular, in the development of foreign speech skills of future English teachers, because they include all the necessary components for the successful mastering a foreign language and the development of students' creative personality.

We believe that classic didactic principles should be the principles of organization of any educational process, including the process of training future English teachers. These principles are basic provisions of interaction between teachers and students and they determine various aspects of teaching: content, methods, tools, forms; these very principles reflect the general requirements for the formation of teaching content and organization of the educational process [7, p. 42]. These principles are considered to be didactic but they do not always take into account specific features of a particular foreign language based on its lexical and grammatical structure. Nevertheless, the process of studying the subject "Foreign Language" means not only knowledge accumulation but the process of mastering foreign language communicative activity by students [6, p.48].

V. Plakhotnyk defines basic contradiction of the process of teaching a foreign language as a contradiction between the need to form a new language stereotype and the inevitability of usage of native language during this process [8].

Yu. Babanskyi, O. Savchenko offer to group didactic principles based on the subject, that is their application sphere. In particular, O. Savchenko offers such approach to grouping didactic principles according to the major components of the educational process: 1) the purpose of education; 2) the content of learning; 3) means of organization of the process of teaching; 4) the results of training [1, p. 27], [10].

Based on the research done by R. Martynova, the principle of complete mastering studied material is important to be investigated. This principle is one of the main principles in the development of foreign real and speech skills of future English teachers because unprepared, creative communication can be observed during the complete mastering of all linguistic material [5].

Let us consider the most essential didactic principles of the organization of teaching foreign language activity of future English teachers.

The development of foreign speech skills of future English teachers in the process of mastering a foreign language information is unlikely to be carried out without the principle of reflective activity. "Foreign Language", unlike many other subjects is, by the definition of M. West not "that subject, which can be taught, but the subject, which can be learned" [12].

An essential element of human activity and means of its improvement is reflection. V. Davydov and V. Rubtsov understand reflection as subject's reference to his mode of action. Scientists believe that the subject of knowledge in the reflection is the object of knowledge [3].

The theoretical role of reflection in psychological development is highlighted by L. Vyhotskyi who believes that new types of connection and correlations of functions suggest the basis of reflection, the reflection of their own process in the mind [2]. The process of reflection includes following steps: self understanding and understanding of others, self assessment and assessment of others, self interpretation and interpretation of others. In psychology, activity acts in correlation with activity, manifesting itself as a dynamic condition of its formation, implementing modification as a peculiarity of its own achievement [2].

M. Slonov notes that the formation of a reflective activity is carried gradually. The initial stage is based on the idea of closure of the subjective contour in the specially established active process that allows learners to find their subject in the object, learn and understand it with the help of reflection procedures [11].

At the second stage, the foregrounding of a person's creative potential, understanding the necessity to find new methods and techniques, new ways of solving problematic tasks are carried out. The third stage is characterized by understanding of the reflective activity. The means which are used, according to O. Tyukova should be correlated with the specific material objects that are in the actual field of reflection [11]. The final stage is reflection content objectification that provides the possibility of communication paradoxes exclusion.

Ye. Kaluhina considers reflection as a necessary condition for the development of creative abilities in those who study English. The researcher believes that reflection during learning/ studying English envisages a mental process that makes students during the learning process to think critically to analyze new information, determine its accuracy and make appropriate conclusions. The result of this students' mental activity is to achieve a better understanding of the concept [4, p.10].

Mental forms of reflective processes display during learning English correspond to 9 parameters of reflexive activity, in particular: 1) critical thinking of students; 2) the desire of students to teaching material evidence; 3) the ability to teach the educational material by "problem method"; 4) the desire and ability of students to debate; 5) willingness to self-esteem; 6) the ability to self-government; 7) the ability to creatively solve problems that arise; 8) personal approach to skills; 9) focus on the individual [4, p.11].

Learning a foreign language on the basis of reflection involves consideration of all the above 9 developed factors of reflexive activity, namely: the development of introspection, self-esteem, self-education, self design of own activities, the development in future specialists of their own ways of perceiving, understanding and finding solutions to problematic tasks.

*The principle of complete mastering studied material* is one of the main linguodidactic principles in the development of foreign real language skills of future English specialists. Knowledge of a foreign language must be constantly replenished and repeated with previously studied material. Many scientists (Bloom, 1981, M. Klarin, 1989, D. Levites, 1998, R.

Martynova, 2004, etc.) investigated the study of complete mastering of foreign material.

The process of work organization on mastering foreign language material in the educational process lies in reproduction a foreign language statement in unusual creative process environment. According to the study of S. Rubinshtein, real learning is to master the ability to operate it in accordance with the various problems that may arise at any stage of the educational process [9, p.505]. The issue of psychological laws of mastering educational material was studied by such scientists as Sh. Hanelin, K.Ushynsky and others. It means that the knowledge and skills must be subjected to generalization by fixing, systematization and structuring of the material that allows to learn new material with gradually increasing amount of information.

We believe that studying a new foreign language material with its further volume increasing is one of the principle components of real professional learning. Regarding the process of teaching English of future teachers in modern terms of European integration, it should be taken into account that assimilation would be complete if a teacher properly organizes students' work.

Thus, if we consider the aforementioned didactic principles in the organization of the teaching process of future English teachers, foreign language will become a real communicative discipline.

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**WESTERN EUROPEAN RHETORICAL CANON AND ITS  
INFLUENCE ON THE DEVELOPMENT OF ENGLISH PUBLIC  
SPEAKING SKILLS OF FUTURE POLITOLOGISTS**

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**Abstract.** *The article deals with the features of the Western European model of speech behavior of future politologists. Analyzed a number of canons speech model of modern Western European rhetorical ideal. Also determined that the feature of speech behavior of the speaker is using a speech strategy that promotes communicative goals of the speaker which implemented by means of requirements-maxims: maxim of information completeness that determines the dosage of information necessary for the implementation of the communicative act; maxim of information quality provides the truth of statements; maxim of relevance which includes a requirement to follow the theme of the speech message. In addition to compliance with the maxims, modern speakers use techniques of speech or cognitive-speech passages that contribute to the implementation of the selected*