

УДК 81'243:378

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### **INTENSIFICATION OF STUDENTS' COGNITIVE ACTIVITY WHILE FORMING SKILLS OF ENGLISH MONOLOGUE SPEECH (EXPERIENCE EXCHANGE)**

*Анотація.* Розглянуто проблему активізації пізнавальної діяльності студентів немовних ВНЗ на заняттях з іноземної мови під час формування навичок мовлення (монологічного висловлювання), зокрема при роботі з розмовною темою. Представлено основні характеристики досліджуваного феномену. Описано найбільш суттєві для вивчення іноземної мови риси монологічного висловлювання, що базується на матеріалі навчальних розмовних текстів, а саме: відносно низький рівень проблематичності, описовий характер висловлювання, доступність друкованої основи. Значну увагу приділено висвітленню досвіду

*пошуку шляхів активізації пізнавальної діяльності студентів юридичного вишу під час навчання їх англійського монологічного мовлення.*

**Ключові слова:** *активізація пізнавальної діяльності; етапи формування навичок; навички мовлення; монологічне висловлювання; навчальна розмовна тема; студенти; немовний ВНЗ; досвід викладання англійської.*

**Formulation of the problem.** In recent years higher education has changed greatly. Academic hours have been reduced significantly but training programs have been complicated. So, nowadays, on the one hand, we have shortage of hours in class, on the other hand, demands to graduates are getting higher every year. Foreign languages in higher educational institutions face the same problems. As we are the members of the world scientific society system of higher education have to prepare young specialists and future researchers who master foreign languages. Thus practicing teachers of higher educational institutions are in process of seeking the ways of students' cognitive activity intensification. It is especially important for institutions where foreign languages are not major subjects and students' future specialty is not connected with languages as the teachers always have to motivate their students. One of the ways to motivate them to intensification of cognitive activity is teach foreign language basing on conversational topics which are connected with students' future profession.

Working with students on conversational topic is aimed at forming monologue speaking skills. In the classroom one of the main types of monologue statements training is based on certain interpretations of oral topics.

**Analysis of researches and methodical literature** shows that the problem of intensification of students' cognitive activity attracts a lot of scientists. So, theoretical its provisions have been highlighted by V. Yevdokymov, V. Lozova, their followers and others; historical development of the issue presented L. Holubnycha [1], S. Zolotuhina and others. In addition much attention has been paid to the question of forming skills of monologue speech. It is being discussed widely among scientists and practicing teachers. They have being looked for certain instructional techniques to train monologue speech for a long time. So, S. Daminova [2], R. Danilenko [3], N. Savitskaya [3], S. Stempleski [4], B. Tomalin [4], S. Webb [5] study role of films in the process of learning foreign languages. C. Chen [6], M. Jeng [6], J. Yang [6] research interactive technologies helping to develop monologue skills.

They are still in the focus of researchers, as, on the one hand, the monologue expression is one of the types of communication and, therefore, is the purpose of learning foreign languages, on the other hand, this kind of speech activity very often raises serious difficulties, moreover, there are many confusing and conflicting issues to address major problems associated with intensification of students' cognitive activity while training monologue speech. Thus, there is a need to further study of the problem.

**The purpose of the paper** is to exchange the experience of means to intensify students' cognitive activity while forming monologue speech skills at English lessons in non-language universities.

**Paper main body.** It is well known that monologue speech characteristic features are contextual conditionality, one-pointedness, preparedness, continuity, consistency, completeness and coherence of presentation of thoughts. However, in our opinion, the most essential for learning foreign languages in non-linguistic higher educational institutions are the following characteristics of monologue speech associated with training oral topic that is connected with students' future profession:

- 1) relatively low level of problematic content of conversational topics;
- 2) descriptive character of statements;
- 3) availability of printed text which represents the topic [7, p. 49].

Although, at first sight, the mentioned features weakly intensify students' cognitive activity. Nevertheless, let us consider the details of the listed characteristics in order to

understand the means to do it. Consequently, one of the main characteristics of monologue speech associated with training oral topic is its relatively small degree of problematic content. It is determined by the fact that during the monologue statements based on oral topics used for teaching students of non-language higher educational institutions usually do not need to remember unknown or unfamiliar information that may complicate the formation of the semantic content of their speech. They mostly do not need to think about abstract things and make complex inferences, to assess what was said, to generalize, to prove or disprove a particular fact. In higher non-linguistic educational institution monologue expression based on oral topic often does not even require students' own judgments. Thus, the mental activity of students is aimed at the formation of foreign-language statement, not on the deep intellectual quest. Unfortunately this fact has its positive and negative moments for teaching English as a small degree of problematic, on the one hand, simplifies the task of students and teachers, but on the other, it also may cause little to enhance the cognitive activity of students. However, as a rule, such communicative topics are connected with students' specialty. It should motivate students and may intensify their cognitive activity if the teacher addresses to students as future specialists who are more aware in the subject of such topics than the teacher who has linguistic education. So students usually try to do their best to prove themselves.

Another distinction of monologue speech based on oral topic is its descriptive nature. The matter is that it is considered to be the main compositional form of the monologue statements. The mentioned above can be seen as the most available form of verbal expression, because it usually does not require application of complex grammatical structures such as consequences of tenses, subjunctive moods, complex objects and subjects, and others. Mostly such statements are based on sentences, which use verbs in simple tenses.

This fact may be easily used for intensification of students' cognitive activity. Firstly, profiling oral topic allows using values which are motivational meaningful for our students and thus will intensify their cognitive activity. Secondly, if relations between teacher and students are based on partnership and we combine individual efforts of the interaction, a teacher may always apply assignments which, on the one hand, provide situations of speech communication and, on the other, have appropriate level of students' knowledge of subject material. In addition, simple grammar inherent to descriptive statements will facilitate human self-esteem that affects the state of his/her communication activity [8, p. 54], which is especially important in teaching foreign languages.

It is also known that an important basis for such kind of monologue speech is the availability of printed text-topics that were noted among its main characteristics. Printed text-topic should serve as an educational standard. The role of the text, which students read or listen, is significant for forming monologue speech skills especially for students of non-language higher educational institutions, since at the beginning of working on oral topic speech of students actually presents its transformations of all kinds. But the teacher should strive to ensure that on the final stage of the study of oral conversational topics students become free from gravity to the printed base. So, if a teacher tries to form skills of monologue speech, he will apply tasks which will make students not transform the text, but intensify their cognitive activity and build their own statements.

Nearly the main problem facing the teacher is how to bring students to self-generation monologue statements. Usually such statements in non-linguistic higher educational institutions is in some way related to the future profession of students, so it can be based on their own opinions on the proposed conversational topics. But, unfortunately, it often happens that a printed text is a major factor in the "birth" of monologue speech. Our experience shows and perhaps all teachers are familiar with the situation when students are ready to reproduce the thoughts, phrases and even some rather large pieces of the text, relying on memory, not on the ability to build sentences and expressions. Obviously, this approach to the formation of speech is false. It doesn't facilitate students' cognitive activity intensification.

It is believed that the rational use of text might achieve enough fluent monologue speech, which is built regardless of text-topic that is being studied [9, p. 17]. Methodists note that we should not allow particular oral topic prevailing in the minds of students during the formation of oral statements based on a studied text-topic but be based on intensification of their cognitive activity.

As our experience proves to achieve the mentioned above, we may work on the text-topic using known methods of three stages of training monologue speech [10]:

- The first stage – the formation of lexical and grammatical skills. But the university has a student who must have a certain knowledge base, and if he or she has learned the necessary grammatical phenomena, grammatical sub-step learning at this stage of monologue statement can be absent. Work at this stage is based on oral advance. This means that on the first stage the text is not presented. New lexical and grammatical phenomena are seized from the text. They are practiced in traditional forms of work, which admittedly do not have creative character. It is dominated by linguistic exercises (e.g. filling gaps, matching, simulation, constructing, etc.).

For example, while we begin working at the topic “Legal Systems of the World” (with law students), we may use the following exercises:

*Match the names of legal systems with their definitions.*

Common legal system, Civil legal system, Religious legal system

- 1. A well organized comprehensive system of rules and principles usually arranged in codes and easily accessible to citizens and lawyers, that favors cooperation, order, and predictability, based on and developed from Roman law.
- 2. The principles and rules of action embodied in case law rather than legislative enactments, applicable to the government and protection of persons and property that derive their authority from the community customs and traditions that evolved over the centuries as interpreted by judicial tribunals.
- 3. A legal family which refers to the concept of a religious system or document as a legal resource refers to the concept that the word of God is law.

*Choose legal system which is described and fill the gaps.*

1. The distinction of \_\_\_\_\_ law is existence of comprehensive codification of laws.
2. The main feature of \_\_\_\_\_ legal system is judge made laws.
3. Koran and other religious books are the sources for \_\_\_\_\_ legal system.

*Match legal systems with the countries where they are spread.*

- |                                |  |
|--------------------------------|--|
| 1. Civil (Romano-Germanic) law | a. England, the United States, Canada...     |
| 2. Common (Anglo-Saxon) law    | b. Finland, Norway, Argentina, Paraguay...   |
| 3. Religious (Muslim) law      | c. Indonesia, Madagascar, Andorra...         |
| 4. Customary law               | d. Italy, France, Germany, Austria, Spain... |
| 5. Mixed law                   | e. Iran, Saudi Arabia...                     |

*Choose three word combinations which describe legal systems of the following countries: The United States, Germany, Iran. Tell your partner which word combinations and why you chose.*

Codified legal system, religious traditions, case law, word of God, doctrine of precedent, court decisions, written legislation, developed from Roman law, the sacred texts.

Although the biggest part of exercises in this stage is quasi-communicative the last presented exercise is communicative as we always try to develop communicative skills and motivate our students to speaking and to intensify their cognitive activity. So we work with vocabulary, train new material and don't forget about our main purpose – speech. Certainly we have demonstrated only a small part of tasks which can be used at the first stage.

Then there is the initial reading of the text, checking the degree of its understanding.

- The second stage is carried out when working on the text. However, we must underline that the text is not an end in itself, the work at this stage is not to remember its contents. The text should be meaningful basis for the statements of students. Therefore, it is necessary to vary tasks

so that students needed different language units, both those contained in the text, and those that they have learned before. This will bring to combination of linguistic material, so it will be improving the skills of language material. The second stage is the stage of perfection of acquired skills. It is characterized by both quasi-communicative and communicative exercises. At this stage communicative tasks will prevail. They may be following: exercises in selective reproduction; on permutation; the reduction and expansion of the text; transformation of some parts of the text.

So, to continue working on our oral topic “Legal Systems of the World” at the second stage after reading of the text we may propose such exercises as:

*Decide if the statements are true or false. Correct the false sentences. Use the key phrases for giving personal opinion.* (The students are provided with a list of such phrases. It is also worth noting that while making the statements we should not repeat the text. In such a way the students will be motivated to intensify their cognitive activity, use different lexical material, combine new and known one).

*Discuss the questions with your partner, using the key phrases.* (We usually offer our students a list of some phrases which should be applied. In this case they may be: *as far as I could understand, according to the text* and so on).

1. What is a legal system?
2. What types of legal systems are there in the world?
3. Do you know any differences between these legal systems? If you do, describe them.
4. What arguments can be in favour of every legal system?

It is important to say that we must ask such questions on which the text doesn't contain the direct answers, and then students can't just read from the text. They must intensify their cognitive activity, analyze the information and use only ideas and phrases of the text.

*Work with a partner. Explain the difference between these words, using the key phrases for giving personal opinion.*

- |   |                                 |
|---|---------------------------------|
| 1. customary law/case law                 | 2. common law/civil law         |
| 3. property law/intellectual property law | 4. civil law/family law         |
| 5. criminal law/civil law                 | 6. civil law/civil legal system |

In order to teach students to construct their own speech along the lines of language material provided by the text-topic and use the information contained in an educational text, we can sometimes apply “relatively unprepared remarks”, that is, which students prepared immediately before the statement and spend to preparation a minimum of time. Such tasks usually facilitate the intensification of students' cognitive activity.

One more common method of teaching monologue speech in non-language higher educational institutions can be considered also the use of samples of statements. First, the samples are introduced to students, and then they formulate their own opinions, based on the samples, and the last step is when students don't follow the sample completely and form their own monologue statement.

So, while working with the educational text at the second stage we try our students not to concentrate on the text-topic in order not to reproduce the text relying just on their memory but to intensify their cognitive activity. We try to teach them using certain samples which will help the students to formulate their own opinion.

- Finally, the third stage. Unfortunately it does not always exist in non-language higher educational institutions, which is tied to the level of basic language training of students and the number of hours for teaching foreign languages in curriculum. The specific of this stage is that the language material is used in completely new situations to solve new, more complex language tasks. Communicative exercises dominate in this stage. The main characteristic of these exercises is motivated expression of own views. They involve the specification of certain facts and their assessment, emotional attitude towards them, making their own value judgments. The exercises are varied, as they directly depend on an oral topic, a problem that is raised in the text.

Although it is usually difficult to find possibilities to use this stage of training monologue speech skills in our work we try to do it as it best facilitates intensification of students' cognitive activity and form communicative skills. If we speak about our oral topic "Legal Systems of the World" we would propose our students the following tasks:

*Make a project about branches of law Ukrainian (English) legal system.*

Step a. *Work in groups. What branches of law does Ukrainian (English) legal system include? Make a scheme.*

Step b. *Each person in the group should choose a branch, find out information about it.*

Step c. *In your group decide how to present your information to the rest of the class. Speak on the topic.*

1. Legal tradition of Ukraine.

2. English legal system.

It is necessary to mention that the information which our students need for the project and the topics practically is not presented in the printed text-topic. It just play a role of an educational standard, where the students can find a logical scheme of description of legal systems, key words and word combinations compulsory for using while performing the tasks. The main material required for the project and the topics is familiar to the students from their special subjects and they must intensify their cognitive activity to perform the tasks.

Thus, the research of the ways of intensification of students' cognitive activity aimed forming skills of monologue speech while teaching students of non-language Universities allowed coming to this **conclusion**: Firstly, while forming skills of monologue statement a teacher should try to increase students' cognitive activity in order to avoid relying just on students' memory. Secondly, while working through the stages of forming monologue skills a teacher should better apply communicative exercises as they are the ones that intensify students' cognitive activity. Thirdly, a teacher can always use well-known methods of teaching in creative form adding innovative technologies and basing on partnership with students.

These ways of intensification of students' cognitive activity aimed forming skills of monologue speech are not exhaustive, but may become the basis for new effective methods of work on the problem and its **subsequent research** as for using innovative technologies, partnership and others.

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**Abstract. Holubnycha L. O. Intensification of students' cognitive activity while forming skills of English monologue speech (experience exchange)**

**Introduction.** Search of the ways to intensify students' cognitive activity is very important for modern system of higher education. Training foreign languages in particular English in higher educational non-linguistic institutions is, on the one hand, very vital in global society, on the other, complicated in the situation of shortage of academic hours. As the main purpose of learning foreign language is to be able to speak this language the major aim of the teachers is to form monologue speech skills. So they are looking for the means to do it and intensification of students' cognitive activity facilitates it as well.

**Purpose.** It is to exchange the experience of ways of increasing students' cognitive activity while forming skills of monologue speech at English classes in non-linguistic higher educational institutions.

**Results.** The problem of students' cognitive activity intensification is researched on the basis of forming skills of English monologue statement which is associated with professional oriented oral topics which are common for teaching students of non-language higher educational institutions.

The main characteristics of monologue speech such as contextual conditionality, one-pointedness, preparedness, continuity, consistency, completeness and coherence of presentation of thoughts are presented.

The analysis of the features of monologue speech, which is based on professional oriented oral topics and so is vital for non-linguistic higher educational institutions, is fulfilled. It is made with the consideration of possibilities to intensify students' cognitive activity. These features include: relatively low level of problematic content of conversational topics; descriptive character of statements; availability of printed text which represents the topic.

**Originality.** *On the bases of work with students of Law University at English lessons the experience of enhancing students' cognitive activity aimed teaching monologue skills associated with training oral topic is shown. So, well-known method of three stages of training monologue speech is presented through personally worked out system of exercises for students of Law University.*

**Conclusion.** *Intensification of students' cognitive activity is to become the foundation for forming skills of monologue statement. Applying communicative assessments is one of the best ways to increase students' cognitive activity. Creative teacher may always improve existing methods of training get the results.*

*The subsequent research of the problem of students' cognitive activity intensification having purpose to forming skills of foreign language monologue statement may be connected with using innovative technologies, partnership and others.*

**Key words:** *intensification of cognitive activity; stages of skills formulation; monologue speaking skills; monologue statement; training oral topic; students; non-language higher educational institutions; experience of teaching English.*

*Одержано редакцією 30.09.2016  
Прийнято до публікації 07.10.2016*

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Черкаський національний університет  
імені Богдана Хмельницького

ISSN 2076-586X

INDEX  COPERNICUS  
I N T E R N A T I O N A L

ICV 2015: 53.99

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