# DEVELOPING ORAL COMPETENCE WITHIN FOREIGN LANGUAGE ACQUISITION CONTEXT

## Tetiana Ahibalova
PhD in Philology, Associate Professor, the Department of Business Foreign Language and Translation,
National Technical University "Kharkiv Polytechnic Institute"
(61002, Kharkiv, 2 Kirpichova Str.); e-mail: tanika.fem@gmail.com;
orcid: http://orcid.org/0000-0003-4612-4845

## Daria Karachova
PhD in Philology, Associate Professor, the Department
of Business Foreign Language and Translation,
National Technical University "Kharkiv Polytechnic Institute"
(61002, Kharkiv, 2 Kirpichova Str.); e-mail: dilugansk@ukr.net;
orcid: https://orcid.org/0000-0001-9526-2406

## Nadiia Karpenko
PhD in Philology, Associate Professor, the Department of Language Training,
Institute of International Education for Study and Research,
V.N. Karazin Kharkiv National University
(61022, Kharkiv, 4 Svoboda Sq.); e-mail: nkarpenko1983@gmail.com;
orcid: https://orcid.org/0000-0002-9663-9348

In the context of contemporary educational priorities and directions, foreign language competence is considered an integral asset for a successful career. In response, educators are tasked with employing effective pedagogical methods and instructional strategies that expedite the acquisition of language skills among their students. Their goal is to facilitate swift language mastery while ensuring the lasting retention of acquired knowledge, enabling its effective application in various communicative contexts.

Concerning the evaluation of the effectiveness of foreign language learning, we emphasize that immersing learners in authentic communication situations greatly enhances productive learning. However, improving oral skills, particularly when encountering intricate psychological and cultural barriers, poses challenges that have yet to receive comprehensive examination.

As criteria for determining the complex ratio of various factors in the speaker's communicative interaction with the language material, we propose

a method that involves analyzing the gradual development of oral intentions, acts, and sequences. These stages include the initial phase, which entails delineating objectives, tasks, and the extent of communication; the second stage, focusing on the speaker's collection of information related to the language context; the third stage, oriented toward clarifying the communicative roles of participants and defining the socio-cultural context; and the fourth stage, where the dialogue seamlessly integrates into the sequence of communicative acts and conversational patterns.

We assert that during the communication process, there arises a need to generate supplementary lexical resources. At this juncture, it is paramount for the teacher to foster the development of a mechanism enabling students to monitor and self-assess their language proficiency. The selected pedagogical methods should be thoughtfully structured to facilitate the transition of knowledge from the realm of comprehension to that of production, ultimately culminating in the capacity to think and articulate thoughts in a foreign language.

Communicative competence in a target language extends beyond the confines of classroom instruction. Therefore, educators should design the learning process in a manner that fosters self-directed skill enhancement and nurtures students' intrinsic motivation for independent practice.

*Keywords: foreign language, interaction, intercultural communication, language proficiency, oral competence.*

**Problem statement.** In the contemporary environment, the exhibition of advanced linguistic competence and exceptional mastery of second languages has transformed into a distinctive hallmark of a well-educated individual. This phenomenon underscores the unyielding commitment of individuals to language acquisition, particularly within the context of English and other languages germane to their academic or vocational milieu. The higher education framework in Ukraine has significantly accentuated its entanglement with diverse cultural spheres, engendering a notable upsurge in the enrollment of both native Ukrainian scholars and international counterparts, all of whom are ardently endeavoring to attain competitive communicative skills. This endeavor remains irrespective of their initial language proficiency or their antecedent experience and aptitude in that specific language.

The learners build their linguistic experience following a contemporary Foreign Language Curriculum, offering language education in either English for local students and newcomers or Ukrainian for international students. In the realm of professional

advancement, language competency is an inherent and pivotal element. Educators, in their pedagogical mission, endeavor to facilitate a rapid and fluid assimilation of language skills, while concurrently ensuring the enduring and ingrained retention of the acquired linguistic knowledge. This meticulous approach is imperative to engender the seamless and adept utilization of these language proficiencies across an extensive spectrum of communicative contexts, thus substantiating its multifaceted utility in various domains.

**Recent research and publications.** Contemporary academic works affirm that the development of a single, all-encompassing educational model that adequately addresses the diverse needs of every participant within a framework of international communication has been a desirable but mostly unattainable goal. Learners' traits, conditions, conscientiousness, and perspectives should be taken into consideration and integrated into the process of methodology development to better understand the potential connection between self-regulation and neuroticism in second (third) language acquisition. This reality underscores the urge need for a meticulous evaluation of the competencies possessed by specific groups or individuals involved in language comprehension, as elucidated by researchers such as Griffiths & Soruç, 2020; Biedroń & Birdsong, 2019; García-Pérez & Rojas-Primus, 2017; Jackson, 2020; Sobkowiak, 2015; Granena, 2023; Bhawuk, 2017; Gregersen-Hermans, 2017; Hyltenstam & Kerfoot, 2022.

The effective application of acquired knowledge is frequently hindered by a range of psychological and communicative barriers, the complexities, definitions, and classifications of which have been the focus of scrutiny by scholars such as Vazquez, 2022; Alharbi, 2021; Akbar, Ahmad & Khan, 2022; Sainet al., 2017; Köksal & Demir, 2023. Concerning the assessment of foreign language learning effectiveness, there is a consensus that the immersion of learners in genuine communication situations is highly conducive to productive learning, a viewpoint substantiated by Byram, 1997; Deardorff, 2006; Shyrley, 2016; Chen & Starosta, 2000. However, the enhancement of oral skills under the mentioned conditions of psychological and cultural barriers possesses distinct characteristics that, up until now, have been insufficiently studied.

**The purpose of the article.** Consequently, the central aim of the presented paper is to identify the peculiarities involved in the

development and cultivation of oral proficiency within the context of a foreign language acquisition. It also endeavors to expound upon the various tools and methodologies employed in teaching that are conducive to the development of spoken language skills, while additionally providing insights into their practical application within the classroom setting and for self-directed learning.

**Presentation of the main research material.** The perpetual nature of language acquisition is a phenomenon underscored by its continual transformation, thereby motivating contemporary scholars to seek pioneering and inventive models within the framework of J. Harmer's postulation. Harmer's idea suggests that the objective of foreign language acquisition should not be restricted to the attainment of a final, predefined level of language proficiency. Rather, it should pivot towards the establishment of a systematic array of approaches that prioritize the acquisition of communicative skills. This pedagogical paradigm necessitates the practical deployment of these skills and a continuous utilization of language units, all under the expert guidance of an instructor [2].

In line with this didactic perspective, the concept of dialogic competence undergoes a multifaceted process of development. In determining the phenomenon of dialogic competence in the target language, we base ourselves on the methodology of oral dialogic communication investigation proposed by O. Selivanova. According to her categorization, this process unfolds across four distinct stages, delineated as follows: 1) The initial stage involves the delineation of objectives, tasks, and the pragmatic considerations of oral dialogic performance. The scope of the discourse, its subject matter, and the techniques and modes of communication are contingent upon these factors. 2) The second stage centers around the speaker's acquisition of information. This encompasses ascertaining the number of participants in the communication, determining the modalities of communicative interaction, and establishing the requisite body of material. 3) The third stage encompasses the organization of selected communication methods and strategies, which entails the clarification of the communicative status of participants, the contextual parameters of the discourse, its socio-cultural underpinnings, and the utilization of paralinguistic elements. 4) The fourth stage culminates in the integration of the dialogue into a sequence of utterances and conversational patterns. This stage also identifies various types of

sequences and delineates the conditions and factors influencing the alteration of communicative roles assumed by the participants in the dialogue [4].

From a psychological point of view, this approach holds merit, given that linguistic competence gradually transits into the realm of intuition. Furthermore, the acquisition of a foreign language serves as an additional impetus for intellectual and professional development among specialists. This assertion is underscored by researchers, who elucidate the significance of an array of psychological resources in the realm of foreign language instruction, encompassing: a) the orientation towards communication, role-playing, and interactive techniques; b) a focus on language orientation; c) a cognitive, knowledge-driven approach; d) an emphasis on individualization and personalization; e) the regulatory and volitional orientation; f) the fostering of creativity; g) the orientation towards activity; h) the central role of motivation [5].

To justify the imperative need for the inclusion of these specific teaching elements, we will assess their potential utilization in both classroom sessions and students' self-guided learning. The adoption of communicative and role-based strategies assumes a pivotal role in the educational context, serving to engage students in the realms of interpersonal interaction, social cognition, the application of participatory roles, and the cultivation of empathy. These facets are integral to the process of acquiring proficiency in a foreign language, as they fundamentally align with the overarching objective of education – namely, the acquisition of effective communication skills and experiential competence.

Oral exchanges among students effectively serve as a conduit for the practical application of acquired knowledge and the assimilation of new linguistic inputs. This approach unequivocally proves to be highly effective at this stage, as it nurtures a dialogical environment that fosters the mechanical assimilation of linguistic structures. In tandem with this method is the question-and-answer technique, which involves a curated set of well-crafted queries and corresponding response options. This method expedites the learning process by eliminating the need for prior translation of educational material, instead promoting a direct and intuitive engagement with the target language. In consequence, it nurtures the ability to think in a foreign language.

These two strategies work harmoniously, each complementing the other to further the pedagogical mission.

The socialization-oriented approach finds its niche within the context of independent student study. In the course of dialogical exchanges, the generation of additional lexical material becomes necessary and can be conveniently acquired through reading, listening, or watching subtitled films. Undoubtedly, a mechanism for monitoring and self-assessing language performance is indispensable. This can be effectively accomplished through the documentation of newly acquired lexical units and linguistic constructs, which can then be seamlessly integrated into the ongoing development of dialogues.

The emphasis on language orientation naturally arises as a logical consequence of the subject matter under examination. In this context, we explore the psychological underpinnings that influence the entire cognitive process, resulting in the tangible expression of speech acts, be they oral or written. In simpler terms, the teaching methods chosen should be carefully tailored to facilitate the transfer of knowledge from the domain of comprehension to that of production, ultimately leading to the ability to think and express oneself in a foreign language. Researchers characterize this process as the transition of ingrained habits from the practical level to the realms of motivation and cognitive thought. It's worth noting that this transition involves several sub-levels, which can be regulated by the deliberate administration of language materials [1].

In the process of selecting teaching tools and techniques, educators must judiciously consider the genuine need to review and reinforce previously acquired information, including lexical components and linguistic structures. This implies the integration of exercises that go beyond mere technical language repetition; they should possess a specific linguistic purpose, promoting comprehension, problem-solving, and the execution of precise speech acts, whether spoken or written. The organizational framework for studying a foreign language, underpinned by a cognitive and gnostic perspective, involves mastering the language's general cultural and technical components. This cognitive orientation, in tandem with the principle of introducing novelty in the learning process, serves as an additional motivator. It's crucial to underscore that when adopting a communicative approach to language acquisition, all levels of language, encompassing the verbal, grammatical, and cognitive facets, should be addressed. Efficacious

communication necessitates not solely the expansion of one's linguistic comprehension but also the exploration of the extralinguistic domain. This extralinguistic dimension is constructed upon intricate associative and sensory representations linked to the topic under discussion. Students should not restrict themselves to the mere acquisition of vocabulary; rather, they should deeply engage with the cultural milieu from which the target language originates. Employing authentic audio and video materials is a judicious choice in this regard.

Approaches to text engagement provide students with multilevel erudition and competence in a target language. This method entails reading the text aloud in the foreign language and then analyzing it through translation into the learners' native language or language of communication (depending on the group's proficiency level, this translation can be either spoken or literary). Subsequently, the text is retranslated back into the foreign language using the newly acquired translation. This approach not only aids in the acquisition of new vocabulary but also provides opportunities for grammar practice. Furthermore, it fosters creative thinking and nurtures linguistic intellectual capacities as part of the learning process. Incorporating diverse texts into the learning process is not merely a matter of choice; it is imperative. Simply memorizing words and phrases yields transient results, constituting a short-term skill rather than a lasting ability. Reading and translating text play a pivotal role in facilitating the understanding and retention of word meanings by illustrating their usage within sentences and various contexts. This approach mitigates the challenge of having a rich dictionary with an array of words that might not align with the intended communication context. The internet hosts numerous platforms for language learning, courses and sites, and variable language learning apps, with Duolingo.com, Italki.com, Britishcouncil.org, TheFreeDictionary.com, Quizlet.com, Kahoot.com, Context.reverso.net, Ludwig.guru, English-4u.de, Cambridge.org being notable ones. Beyond providing word meanings and vocabulary/grammar practice, they exemplify how words are employed in contemporary contexts. A notable advantage is the inclusion of auditory aids, allowing users to hear the correct pronunciation by native speakers. However, it is important to note that certain programs and resources are available for a limited number of languages.

The process of teaching a foreign language exerts a profound influence on individuals' personality traits as they undergo their

educational journey. Each person brings their unique linguistic experiences and practical skills, which, in turn, shape their worldviews. During the learning process, individuals often tend to assimilate information that aligns with their existing knowledge, while rejecting that which contradicts it. Enhancements in students' professional competence predominantly stem from their active engagement in practical learning and consistent practice, which contributes to their deepening expertise in their respective fields. Varied exercises and tasks are most effective when they build upon the foundation of what students have previously acquired. However, for a more substantial impact on their individual personalities, the incorporation of creative tasks proves to be invaluable.

To facilitate the language learning process and maximize its effectiveness, various methodologies such as the design method, the brain attack approach, the case study method, and business role-playing games can be employed. These methods aid learners in selecting pertinent information relevant to their specific endeavors and empower them to make informed judgments. Tasks are structured to progress through distinct stages, involving comprehension, problem-solving, and collaborative sharing of outcomes. In simpler terms, when individuals encounter new information, it garners their interest, coheres with their existing knowledge, and is reinforced through repetition. This evolution of information from passive reception to active engagement serves to stimulate and captivate their cognitive faculties. Regulatory and volitional orientation assumes critical significance, primarily due to the constraint of limited class time and the extensive curriculum to be covered. Consequently, teachers play a pivotal role in equipping students with cognitive self-regulation skills and incorporating suggestopedic methodologies into the classroom environment.

However, language learning transcends the confines of classroom instruction. It necessitates self-initiated review and consolidation of acquired knowledge. In this regard, teachers should structure the learning process to inspire autonomous skill improvement and cultivate students' intrinsic motivation for independent practice. The contemporary landscape offers a spectrum of innovative and imaginative approaches to language acquisition to support this endeavor. Computer software greatly streamlines individual work and offers multiple levels of assessment for language proficiency. Digital textbooks facilitate the sharing of images and real-world information

with a broad audience. They are adaptable to cater to specific subjects and immediate learning needs. The user-friendly interface accelerates information retrieval, saving valuable time. Beyond the typical methods of language learning, there's a distinct focus on harnessing creative skills and leveraging innovative technologies, diverging from the realm of students' language and artistic activities. As students hone their communication abilities, they concurrently assimilate new vocabulary, phrases, and grammatical rules, weaving creativity into the educational process.

The modes of learning and personal interests are intimately intertwined with individual preferences and self-directed learning strategies. Educators frequently foster collaborative opportunities for students, involving creative projects like reports, presentations, and discussions spanning various subjects, books, or films. This amalgamation of techniques is similar to what Ukrainian teaching materials refer to as a "case study", which is also recognized as the case method. Originating at the Harvard Business School in the early 1900s, this approach has since been adapted for diverse fields aimed at aiding individuals. Essentially, it entails providing a cohort of students with a unique "case", replete with problem examples, scenarios, narratives, and texts that necessitate collective analysis and discussion to reach informed decisions. This method is characterized by its versatility and complexity, requiring the execution of specific tasks in response to a given scenario, the application of individual knowledge and ideas, collaborative discourse, and the public defense of decisions. Subsequently, it culminates in an evaluation involving an oral account of the situation's outcomes. An integral facet of this method is the emphasis on collaborative group work, facilitating the exchange of information among students, thereby nurturing a mutually beneficial environment. This collective approach enhances motivation and facilitates the comprehension and retention of information.

The significance of acquiring a foreign language cannot be overstated, as it serves as both the ultimate objective and the means to attain effective communication with others. Language acquisition is not a passive endeavor; it entails active engagement and participation. Listening and contemplation alone are insufficient for acquiring a language. The communicative method necessitates not only comprehension but also the capacity to converse and articulate one's thoughts [3]. Consequently, any language teaching method or technique

mandates active involvement and participation from the learner. Sustaining robust motivation is a prerequisite for acquiring effective communication skills. The innate human inclination for communication and community participation underscores the intrinsic desire to engage with others. When an individual recognizes their overarching need for communication, it subsequently nurtures enduring interests that foster a genuine passion for linguistic interaction. This engenders a potent motivation, a pivotal element for the successful acquisition of a foreign language.

Moreover, within the classroom, an educator's role extends beyond the mere dissemination of information. They are tasked with actively involving students, cultivating their eagerness to converse, encouraging the expression of their viewpoints, and broadening their comprehension of diverse cultures and languages. This multifaceted approach enhances the overall learning experience.

**Conclusion.** Learning a foreign language involves using various psychological and methodological tools to develop speaking skills. These tools are important for effective communication and must be consistently used. The teacher needs to consider how students interact, communicate, think, personalize their learning, regulate their behavior, use their creativity, and stay motivated in foreign language education. The present investigation provides a concise overview of potential strategies for integrating these resources into teaching, elucidating their core principles, and suggesting suitable methods. Additionally, it offers commentary to highlight vital aspects and challenges in their application.

**The prospect of further research.** The acknowledged significance of these factors in facilitating successful foreign language learning necessitates more extensive analysis and empirical validation, promising essential ground for further research in this domain.

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# РОЗВИТОК УСНОЇ КОМПЕТЕНЦІЇ В КОНТЕКСТІ ОПАНУВАННЯ ІНОЗЕМНОЇ МОВИ

## *Тетяна Агібалова*
канд. філол. наук, доцент кафедри ділової іноземної мови та перекладу
Національного технічного університету
«Харківський політехнічний інститут»
(61002, Харків, вул. Кирпичова, 2); e-mail: tanika.fem@gmail.com;
orcid: http://orcid.org/0000-0003-4612-4845

## *Дар'я Карачова*
канд. філол. наук, доцент кафедри ділової іноземної мови та перекладу
Національного технічного університету
«Харківський політехнічний інститут»
(61002, Харків, вул. Кирпичова, 2); e-mail: dilugansk@ukr.net;
orcid: http://orcid.org/0000-0001-9526-2406

## *Надія Карпенко*
канд. філол. наук, доцент кафедри мовної підготовки
Навчально-наукового інституту міжнародної освіти
Харківського національного університету імені В.Н. Каразіна
(61022, Харків, майдан Свободи, 4); e-mail: nkarpenko1983@gmail.com;
orcid: https://orcid.org/0000-0002-9663-9348

У контексті сучасних освітніх пріоритетів іншомовна компетенція розглядається як запорука успішної кар'єри. З огляду на це основним завданням викладача є застосування ефективних методик і стратегій, що прискорюють набуття студентами навичок у цільовій комунікації. У такий спосіб сприяння динамічному оволодінню мовою одночасно забезпечує

тривале збереження отриманих знань, що уможливлює їх ефективне застосування в численних комунікативних ситуаціях.

Щодо пропозиції ефективних стратегій опанування іноземної мови, ми вважаємо, що занурення студентів у автентичні ситуації спілкування значно підвищує продуктивність навчання. Проте вдосконалення навичок усного мовлення за наявності психологічних і культурних бар'єрів представляє певну проблему, що потребує всебічного вивчення й зумовлює актуальність цієї розвідки.

Критерієм визначення співвідношення різноманітних чинників комунікативної взаємодії мовця з мовним матеріалом запропоновано методику моніторингу на відповідних стадіях здійснення комунікативних намірів, ходів і секвенцій, як-от: початковий етап, що передбачає визначення цілей, завдань і обсягів мовленнєвої взаємодії; другий етап, який містить збір мовцем інформації про коло учасників і ситуативний контекст; третій етап, на якому відбувається з'ясування комунікативних ролей учасників і визначення соціокультурного підґрунтя; четвертий етап, коли діалогічні інтенції мовця поступово інтегруються в послідовність висловлювань у комунікативному акті.

Доведено, що в процесі комунікації виникає потреба у формуванні додаткових лексичних ресурсів. На цьому етапі опанування мови конче потрібно сприяти розвитку механізмів контролю й самооцінки мовцем власних досягнень, тому обрані педагогічні стратегії мають бути продумано структуровані, аби полегшити перехід від стадії розуміння до стадії продукування, що врешті завершується здатністю мислити й формулювати ідеї іноземною мовою. Також у статті наголошено на тому, що за стандартами сучасного розуміння освіти іншомовна комунікативна компетентність виходить за межі навчання в класі. Це зумовлює нагальну потребу організації освітнього процесу в такий спосіб, щоб забезпечити внутрішню мотивацію учнів до самостійної практики.

***Ключові слова:*** *взаємодія, володіння мовою, іноземна мова, міжкультурна комунікація, усна компетенція.*

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