

MAJOR AREAS OF FOREIGN LANGUAGE SPEECH ACTIVITY OF UNIVERSITY STUDENTS IMPROVEMENT

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Abstract

Purposes: Increased international activity in Russia leads to a steady claim of foreign language knowledge. The list of professional characteristics of a university graduate includes the ability to adapt to new information realities in the professional community, where foreign language speech activities become highly demanded, when not only language skills, but also social and cultural arrangements of the country. Thus, innovative approaches to foreign language teaching are required. The article explored the following aspects of foreign-language speech activity of university students.

Methodology: methodology of teaching foreign-language speech activity; principles of development of foreign language speech activity of students; realization of educational resources for this activity development; model of pedagogical technology of formation of foreign language speech activity, etc.

Result: The results of the pilot work showed the validity of using the principles of the development of foreign language speech activities in the organization of the educational process.

Implications/Applications: This article will help the student to promote the ability to give a speech.

Novelty/Originality: At the same time, being a type of speech activity, foreign language communication in the process of training solves, in turn, educational and development tasks by means of a foreign language sign system, where the whole set of speech actions of the individual is actually present.

Keywords: *Students, Foreign Language, Speech Activities, Language Skills, Linguistic Knowledge, Foreign Language, Communication Teaching Principles, Pedagogical Technology, Educational Resources.*

INTRODUCTION

Motivation in the context of foreign language learning

At present, when uniform educational space is being formed, one of the aspects increasing the effectiveness of the development of foreign language speech activities is teaching fluency in foreign languages. In this regard, various means are being sought to ensure the effectiveness of the process of teaching foreign languages and, on this basis, the formation of a new type of linguistic personality (an individual who speaks several languages), which, in one way or another, affects the fundamental structures of didactics, pedagogy, psychology and cultural studies. Thus, the development of foreign language speech activities becomes a major problem of humanitarian education, representing relevance in modern conditions, which is connected with professional contacts between teachers and students of different countries. At the same time, the practical mastery of foreign language (for example, English as the language of international communication) is also relevant from the point of personal development in the process of study at the university, which should be implemented qualitatively in the practice of teaching the discipline "Foreign language." Hence, one of the most important directions of higher education reform is development not only of professionals but also of foreign-language communicative competence, which implies the development of innovative pedagogical approaches taking into account the trends of domestic and international social development, oriented to the formation of readiness of students to use foreign language for self-educational purposes. This especially concerns students of non-linguistic universities, for whom, as future specialists, knowledge of foreign language expands opportunities in choosing jobs and building their careers. Moreover, young people must prepare themselves to benefit most from such foreign language-related activities, for example, to improve their linguistic knowledge and skills. [Austin, J.L. \(1986\).](#)

However, the development of foreign language speech activities of university students in the absence of a natural language environment requires some effort, both on the part of a teacher and on the part of a student. A teacher should make every effort to increase student's "internal motivation to learn a foreign language and, above all, to speak fluently in this language. In this regard, the technique of teaching a foreign language, with a focus on the formation of students' skills in foreign language speech activities as a means of communication, is becoming increasingly popular. That is why it is so important to identify shortcomings in the preparation of students for practical usage of foreign language in order to determine the techniques and methods of teaching the discipline "Foreign language." It is the study of the quality of students' skills in foreign language speakers in order to improve the methods of development of untrained foreign language speakers. That speech as an activity of the individual manifests itself the use of the language (both orally and in writing) in the processes of communication and thinking, speech activity must be carried out in accordance with certain rules and lexical, phonetic, morphological and syntax characteristics of the language. Mainstreaming of the problem of increasing the efficiency of development foreign language speech activity of students is related to the teaching of foreign

language quality, subordinate to the principle of speech orientation, which includes the task of social and professional adaptation of students to professional communication in the socio-cultural sphere. Thus, the development of foreign language speech activity of university students is today an integral requirement for graduates, young specialists after graduation. Hence, the relevance of this problem becomes its intended purpose, as all this is connected with the possibility of young people obtaining fluent communication in a foreign language, removing language barriers and achieving mutual understanding in this process. [Paradis, M. \(1993\)](#).

The importance of motivation in the context of foreign language learning

As the research showed, studying a problem of foreign-language speech activity development promotes the solution of various problems of pedagogics, psychology, linguistics, cultural science, etc. At the same time, being a type of speech activity, foreign language communication in the process of training solves, in turn, educational and development tasks by means of a foreign language sign system, where the whole set of speech actions of the individual is actually present. In this regard, the development of foreign speech activities of students and the improvement of the quality of education in this field have their causal relationship. The fact is the development of this type of activity of students is also a pedagogical process in which the gradual accumulation of quantitative indicators (for example, the competent performance of appropriate verbal and non-verbal actions and operations) leads to its qualitative transformation (the formation of speech skills). All this, in the end, leads to the result in accordance with the goal of teaching students in non-language universities - the development of language personality, including the formation of communicative competence. In this case, it is about the training of communication in the sociocultural sphere, which is training in oral communication, which is today one of the current and difficult problems of modern methodology. In addition, the importance of the problem of foreign language speech activity development is that communication training should be aimed at realizing communicative intentions in speech. To achieve this goal, it is productive, for example, to create and use speech situations in foreign language classes in order to develop adequate speech behavior of students. Hence, the development of foreign-language speech activities presupposes that situations in the educational process are as close as possible, and their content reflects both their linguistic characteristics and extra-linguistic means (pauses, intonation, emphasis on a certain word, laughter, etc.). Thus, learning to speak without a language environment implies a number of features, such as speech should be as close as possible to the conditions of reality; it should be targeted; it must be personal, etc. On this basis, the teacher, when preparing students for speech communication, should develop the following skills and abilities [Nebessayeva, Z., Bekbolatova, K., Mussakulov, K., Zhanbirshiyev, S., & Tulepov, L. \(2018\)](#):

- To transfer knowledge and skills of communication techniques to the conditions of a new situation in accordance with its specificity;
- To find solutions to a communicative situation based on an understanding of its productivity;
- To create new techniques for communication, etc.

Thus, the teacher must submit a foreign language in terms of a means of communication in conditions as close to life as possible. In other words, both the selection of language material and the methods of working with this material should bring the student closer to the conditions of language use in real-life situations. At the same time, the importance of the problem of development of foreign-language speech activity of students of the university is that the content of foreign-language educational communication should represent certain communicative acts, the successful implementation of which is determined by the use of grammatical, lexical, problem-communicative and speech exercises in the process of teaching students. Moreover, the development of foreign-language speech activities of students needs to be seen as an organization of a holistic, consistent system. In this case, pedagogical technology, being a procedural component of the pedagogical system, should contribute to the effective achievement of the goal of education, namely, the formation of a linguistic personality. In this regard, the improvement of the effectiveness of the development of foreign language speech activity of university students is caused by the desire to organize training systematically and in a procedural manner, i.e. to implement in practice the pre-planned stages of the learning process systematically and consistently, as a system of ways and means of achieving the intended goal [Zimnyaya, I. A. \(1985\)](#).

The main directions of teaching foreign language speech activity to students

Considering the aspect of teaching foreign language speech activities of students, we took into account that the development of this activity is a process of its transformation, during which through the training of speech actions the formation of speech skills takes place, leading, in fact, to the strengthening of cognitive motives of the young students. In connection with the stated problem, the following factors were found to influence the success of foreign language training [Travis, A. A \(2003\)](#):

- Formation of motivation among students for foreign-language communicative activities based on their hierarchy of motives;
- Organization of interaction between teacher and students on the basis of subject-oriented activity with the inclination of its communicative component [Piepho, H. \(1986\)](#);

- Provision of language communication activity in classes of foreign language with mandatory use of speech components of the studied language [Lozanov, G. \(1979\)](#).

In this regard, the following items have been included in the process of teaching foreign language speech activities of students:

- Studying the peculiarities of the functioning of the language studied and, on this basis, language competences;
- Development of foreign language spoken as a means of intercultural interaction;
- Development of readiness for speaking, auditing, reading and writing in the language being studied;
- Preparing students to use a foreign language in their professional activities.

The content of these directions also implies a psychological component, by which we mean developing an aspect of learning, in particular, development:

- Of attention, perception, thinking, imagination, memory;
- Of speech abilities in terms of the articulation of sounds, ability to highlight speech syntagmas, manifestations of intonation sensitivity and sense of language;
- Ability to organize communication on the basis of language competences and the ability to productive communication in the language environment.

As it is known, development of foreign-language speech activities is a process of active, targeted language learning, and therefore, the training of foreign-language speech activities should be carried out from the point of view of the formation of independent activities that are implemented in such forms as speaking, auditing, reading, and writing. Thus, in the structure of foreign language speech activity, a particular place is usually given to speech, which as a type of speech activity is the origin of oral speech. If there is a verbal response from the listener when speaking, then speaking takes the form of a dialogue; without a verbal response, the speech is in the form of a monologue. Both dialogue and monologue are based on speech activities, to the development of which is actually given special attention. In the structure of foreign language speech activities, auditing, which is a process of understanding oral speech, also takes an important place.

The essence of auditing consists, first, in the perception of the object, and, second, in recognition of it in comparison with some standard. The first action in psychology is called discrimination, and the second is called recognition. In addition to speaking and auditing, foreign language speech activities include reading, in the context of which learning and informative reading are distinguished. The difference between the two lies in the purposes that are pursued by the reader. In the first case, reading is carried out in order to learn the skills of fluent reading, in the second case; reading is intended to extract information from the text. With some similarity to auditing (there is both distinction and recognition), reading has its distinctive sides as well, which the teacher should always take into account. Thus, during reading, the main load falls not on auditory, but on visual analyzers. There is a possibility of repeated reading of the written text. When reading, speaking on the text can take on an open character (reading aloud), as it still does not interfere with speech perception. These reading features show that the main task in learning is to speed up operations to understand the meaning of the text. As for writing, unlike reading, it is a productive type of speech activity, the object of which is a written speech. Hence, mastering written speech can be a good means of communication. Moreover, a written speech allows various complex speech activities, including translation, referrals, annotation, etc. Furthermore, the teaching of writing and written speech can be called one of the important directions in the entire system of foreign language training of the future specialist. Thus, the teaching of foreign language speech activities of students within different directions is a purposeful, motivated process of teaching foreign language realities by speech means. A study of this issue has shown that the use of various methods of stimulating thinking activities in foreign language classes allows increasing the density of foreign language communication per unit of time.

Status of a problem

The significant contribution to the development of the theory and practice of training of a foreign language was given by the scientists P.A. Dunkel ([Dunkel, 1986](#)), J.C. Richards & T.S. Rodgers ([Richards, & Rodgers, 2001](#)), A.A. Travis ([Travis, 2003](#)). Foreign language teaching methods are rather widely studied by researches G. Dudeney ([Dudeney, 2008](#)), I. Kondratieva & A. Valeev ([Kondratieva & Valeev, 2014](#)), S. Wheeler ([Wheeler, 2001](#)). Fundamental Concepts of Language Teaching is considered in the works of D. Larsen-Freeman (Larsen-Freeman, D., 2008), G. Lozanov ([Lozanov, 1979](#)), H.H. Stern ([Stern, 2009](#)). Pedagogical conditions of foreign language education at the university are studied in the works of H. Campbell ([Campbell, 1973](#)), A.O. Hadley ([Hadley, 2001](#)), M.C. Kuzmina ([Kuzmina, M.S. m2002](#)). Formation of the language identity of a student is investigated by scientists as M. Paradis (Paradis, M., 1993), A.A. Valeev & I.G. Kondratieva (Valeyev, & Kondratieva, 2015), I.A. Zimnyaya ([Zimnyaya, 1985](#)). Formation of communicative competence are found in students in the works of M. Canale & M. Swain (Canale, & Swain, 1980), M.B. Mazo ([Mazo, 2000](#)), S.J. Savignon ([Savignon, 1983](#)). Issues of foreign language competence of students are addressed in studies - Khusainova & A.A. Valeev ([Khusainova & Valeev, 2018](#)), J.C. Richards & R.W. Schmidt ([Richards & Schmidt, 1983](#)), D. Sabirova ([Sabirova, 2015](#)). Many methodologists study the development of a foreign-language oral

and written language of J.L. Austin ([Austin, 1986](#)), D.J. Mendelson ([Mendelson, 1994](#)), V.V. Tomin ([Tomin, 2015](#)). The principles of development of foreign language speech activity are presented in the works of H.D. Brown ([Brown, H.D., 1987](#)), H Piepho ([Piepho, 1986](#)), A.A. Valeev, L.A. Valeeva & A.F. Sirazeeva ([Valeev et al., 2015](#)), Nebessayeva, Z., Bekbolatova, K., Mussakulov, K., Zhanbirshiyev, S., & Tulepov, L. ([Nebessayeva et al., 2018](#)). A technique for teaching language skills and skills is presented in studies - Gegechkori ([Gegechkori, 1978](#)), K. Johnson ([Johnson, 1996](#)), H.G. Widdowson ([Widdowson, 1978](#)).

The hypothesis of the research

The analysis of theoretical research and practical activity of the university in the aspect of the studied problem showed that the success of increasing efficiency of development of foreign language speech activity of students will be achieved if:

The training will be organized taking into account the enrichment of the content of educational disciplines (grammar, lexicology, phraseology, etc.) by the system of leading knowledge and ways of processing language information on the basis of autonomy of the knowledge process;

In the organization of the training, special emphasis will be placed on the individual and group approach, with an increase in students' independent work, including their search activities;

An optimal mix of information, reproductive and search methods will be achieved;

All conditions will be created for students to develop the motivation to master intellectual skills within the framework of learning a foreign language;

Conditions will be created for the organization of productive interaction on the basis of subject-oriented and motivated-communicative activities of students among themselves and with a teacher;

Conditions for immersion in a foreign-speaking environment and constant speech practice will be expanded.

MATERIALS AND METHODS

The tasks of the research

In this study, the following tasks were set:

To analyze the importance of the problem of the development of foreign language speech activity of university students;

To justify the main directions of study of foreign-language speech activities of students;

To study the principles of development of foreign language speech activity of students;

To reveal the possibilities of educational resources for the development of foreign language speech activities of students;

To structure the model of pedagogical technology of formation of foreign language speech activity of students.

Theoretical and empirical methods

To test the hypothesis, various methods were applied that complement each other:

Theoretical analysis of psycho-pedagogical and methodological literature;

Compilation of pedagogical experience;

Analysis of foreign language curricula and teaching aids;

Questionnaires, interviews, pedagogical observation;

Self-assessment of students' level of development of foreign language speech activity;

Conversations, written and oral interviews, student testing;

Pedagogical experiment;

Analysis of the results of the study.

These methods revealed the level of development of the problem under discussion in pedagogical theory and practice.

The trial infrastructure and stages of the research

The trial infrastructure for the study was provided by The Faculty of Law and The Institute of Ecology and Nature Management of Kazan (Volga region) Federal University.

The study was conducted in two stages:

In the first stage (September 2018), a study was carried out on advanced methods of teaching foreign languages in terms of the main directions of teaching foreign-language speech activities of university students. A working hypothesis of the

study has been formulated. The principles of the development of foreign language speech activity of students were justified. A survey was conducted by testing students and teachers using the method of expert assessments, management of analysis and verification of student works, quantitative and qualitative analysis of the formation of foreign language speech activity of students using methods of mathematical statistics.

In the second stage (May 2019), an experimental check was carried out on the degree of formation of foreign-language speech activities of university students and criteria for their development. The effectiveness of the proposed model of pedagogical technology of the formation of foreign language speech activity of students was investigated. The results of the scientific study were recorded. The provisions on didactic guidelines for the implementation of the model of formation of foreign language speech activity of students have been finalized.

Principles of development of foreign language speech activity of university students

The task of developing a linguistic personality today is particularly urgent, as it is organically included in the foundations of professional communication and in the cultural development of a person. The educational discipline "Foreign Language," being integrative in its purpose of study and interdisciplinary in subject content, has considerable potential in the development of foreign-language speech activity of students of the university, especially taking into account the relevant principles, as the initial provisions that define the goals, content and technology of this process. In fact, the principles of development of foreign language speech activity of students of the university make this process organized, which has appropriate grounds in the form of clearly defined provisions. These principles include, first of all, the following:

- *The principle of reactionary activity:* it implies in the study of a foreign language the provision of favorable conditions for mastering the language. Thus, speech activity involves, for example, the use of various types of communication situations, such as:

The situation of status-role relations (is mainly standardized when students perform roles in various social contexts, for example, a graduate of a university - the head of a firm where a young man is hired);

The situation of social relations (students act as representatives of different social, professional groups);

The situation of joint activities (arises in the context of specific activities, such as project work);

The situation of moral relations (concerning relations between people that are the subject of discussion), etc. The technology of creation of similar and other situations involving dialogue communication, joint orientation in the personal-significant subject area, use of knowledge and methods as a means of intercultural (and inter-linguistic), etc.

- *The principle of communication:* is the leading methodological principle, involving students in oral and written communication, i.e. communication in a foreign language throughout the course of education. This principle involves the selection of situations, including each student in communication, ensuring communication of tasks, repeatability, and novelty of material and creation of favorable conditions for communication, provision of communication tasks. Communication focus should always be based on the situation as a universal form of the communication process. In addition, each situation should be given meaning, including the interest and needs of students, as well as take into account the relations of interlocutors.
- *The principle of taking into account the mother tongue:* also has their advantage in the development of foreign language speech activity. Within the organization of situational-thematic assimilation of language material, there is also the use of the mother tongue, for example, in the teaching of vocabulary, to reach an understanding of the meaning of the word, the principles of word formation, the multi-meaning of words, etc. When teaching, for example, the correct use of grammatical constructions in speech design, it is possible to take into account the realities of the native language.
- *The principle of interrelated teaching of speech activities:* speech activity in all its types is the object of training. Every type of speech activity should be developed from the beginning of training. The sequence of training in speech activities is not constant for different training conditions. Training in speech activities is organized on common language material, which serves as a basis for productive speech activities. The teaching of oral speech as a language must precede the teaching of written speech, which is a graphical representation of oral speech.
- *The principle of the systemic role of vocabulary:* the introduction of this principle is explained by the importance of the aspect itself because any foreign-language word will always be a carrier of various kinds of information, which in linguistics is referred to as a semantic complex of words. This complex, in particular, includes linguistic information, information on elements of culture, information of regional geographic character, etc. On this basis, the systemic role of foreign language vocabulary manifests itself, first, in ensuring the simplest act of communication; secondly, in designing a future statement; thirdly, in activating the consciousness of the participants in this communication. Thus, the role of vocabulary is to choose the word semantics and the necessary grammatical structure necessary to carry out speech intent, i.e. to solve a given communicative task.

- *The principle of lexical advance*: provides the primary learning of lexical material, after which work is carried out on other aspects of language - phonetics, grammar. Priority work on vocabulary can be carried out based on the following recommendations. The word should always be directed to different levels of language (as it affects other units of language). The lexical unit should become the source material for the functioning of phonetic and grammatical skills. The principle of lexical advance in the development of foreign language speech activity is most pronounced in the processes of speech generation and perception. The construction of the statement should take place because of keywords that determine the intention of the future statement. Built-in a logical order, a number of keywords can be considered as a compressed version of the future expanded text (statements).
- *The principle of bilingualism and polylingualism*: promotes teaching to use two different languages in alternate oral or written forms, depending on the situation, and to achieve understanding in the course of communication through regular scientific, cultural or domestic relations between people who speak different languages. In conditions of territorial contact of a homogeneous territory, in the form of productive communication in various areas of professional activity.
- *Principle of functionality*: indicates that language is not considered as a system of linguistic forms, but as an aspect of active human activity, as a form of social action. Thus, it seems most effective to rely not on the language system itself, but on the system of speech tools functioning in the process of communication (for example, phrases or speech clichés), which are usually combined in a particular language problem situation and sociocultural context.
- *The principle of the vocational orientation of education*: it is a mandatory component of the objectives and content of foreign language instruction in higher schools in terms of the productive organization of intercultural communication, which implies familiarity with the peculiarities of the material and spiritual culture of the speakers of the language studied, knowledge of their national psychology, traditions, customs and norms of behavior, specificity of the linguistic picture of the world, etc. This principle implies the creation of preconditions for changes in students' own behavior, which is understood as socialization skills and readiness to perform the tasks of the forthcoming professional activity.

However, it is important to note that the system of proposed principles for the development of foreign language speech activities of students is open and cannot exist in an absolutized form, as they are all interrelated.

RESULTS

Realization of educational resources for the development of foreign language speech activity of university students

Today there are various educational resources (resources as the tools intended for simplification of the process of studying of language and resources for the formation of skills of speech) for development of foreign-language speech activity of students of higher education institution, in particular, such as:

- Digital Reference ware: has digital video, text or sound help content (includes the educational content according to the how-to system answering a question as to make something and also various scientific abstracts, etc.);
- Cognitive Learning: represents the educational resource intended for development of thought processes, improvement of random access memory, ability to perception, to decision-making, search of the solution of language tasks, development of logical thinking and imagination (means that with effective cognitive processes training becomes simpler, and new information can be stored in memory for a long time);
- Mobile Learning: is an educational activity that mainly uses portable devices - phones, smartphones, tablets, sometimes laptops and the like, except for ordinary desktop computers (as an educational resource involves working with educational content through textbooks, directories, dictionaries, audiovisual information, etc.; Organization of trainings using training programs, search engines and Internet resources, collective interaction of students and teachers; Instant messaging; Testing, etc.);
- Collaboration-based Learning: is an educational process through collaboration between the teacher and students using digital technologies (allows interaction with any form of formal training). They interact with each other during the class to share experiences. After the class, a kind of community of practitioners is created, where students share information about the practical application of the language knowledge acquired during the study);
- Training within the framework of a simulated situation of communication: it involves preparation for communication by means of samples of the most common communicative intentions in speech acts (students get acquainted with the sociocultural aspect of communication), with language tools assigned to certain speech acts and the basics of communicative competence related to typical natural situations in everyday life in the country of the language being studied, etc.);
- Simulation-based Learning: designed to work out skills, repeat or consolidate passed language material (interactive simulations allow students to participate in life scenarios to practice and refine language skills, as in the real world by teaching strategy "learn about something and learn to do something");

- Game-based Learning: is a knowledge transfer method that uses the principle of soft skills learning when language learning occurs in attractive scenarios (involves creating real-world situations that allow students to practice language skills, such as through video games);
- Self-paced eLearning Courseware: an educational resource for self-learning, including ready-made content installed on fixed computer learning platforms (with the help of this educational resource students have the opportunity to form their cognitive skills; develop basic knowledge of the topic; to be motivated to learn further and at their own pace; have daily training time Learn language within their long-term needs, etc.).

Thus, educational resources for the development of foreign language speech activities of university students contribute to the fact that they, in one way or another, go beyond classes in a foreign language, thus enriching their cognitive experience.

Model of pedagogical technology of formation of foreign language speech activity of university students

The structure of the model of pedagogical technology of formation of foreign-language speech activity of university students should, in our opinion, include the following set of parameters: targeting in the form of formation of language personality; vocational orientation of foreign language education; main directions of study of foreign language speech activity of students; principles of development of foreign language speech activity; possibilities of educational resources when teaching a foreign language; forms and methods of work on formation of foreign-language speech activity (individual, paired, micro group, group, frontal, mass); implementers of formation of foreign-language speech activity (a combination reproductive, reproductive and creative and creative types of activity, including individual and research work); criteria of formation of foreign language speech activity (speech functionality; Situational conditionality; variability; Language correctness, etc.).

At the same time, criterion-diagnostic apparatus providing diagnostics of development of foreign-language speech activity of students included the following indicators:

Volume of lexical-grammatical, linguistic and cultural knowledge of students;

Speech skills in study search, learning types of reading;

Special educational skills to group and systematize language tools, interpret linguistic and cultural facts in the text, etc., which ultimately affected students' skills such as:

To express basic speech functions (express, approve, propose, etc.);

To speak in a holistic and coherent manner; the ability to speak productively;

To use forms specific to dialogue speech;

To color dialogue using appropriate intonation, gestures, and mimics;

To maintain communication using appropriate speech clichés;

To expand the topic of the conversation proposed by the interviewer;

To initiate and complete a dialogue;

To implement annotation and summarization skills;

To adequately behave in communicative situations by demonstrating speech behavior.

In the course of implementation of the model of pedagogical technology of formation of foreign-language speech activity of students of the university, the intensification of their educational activity was revealed, which was determined by compliance with certain measures, in particular, such as:

The content of educational disciplines (grammar, lexicology, phraseology, etc.) involved the identification of a system of leading language-related knowledge and methods of processing language information based on the autonomy of the knowledge process;

In the organization of training, special emphasis was placed on the individual and group approach, with an increase of students' independent work, including their search activities;

The optimal combination of information-reproductive and information-search methods of education (didactic game, interactive simulation situation, discussion, etc.) was provided with the aim of enhancing students' cognitive activity and creating motivation for them to master intellectual skills in the framework of foreign language learning. At the same time, in the course of the implementation of the model of pedagogical technology of formation of foreign-language speech activity of students of the university, factors affecting the success of foreign language learning were also revealed, such as:

Creation of diverse motivation of communicative activity;

Organization of productive interaction because of subject-oriented, motivated and communicative activities of students among themselves and with the teacher;

The constant involvement of each student in what happens in the class in order to increase interest in learning a foreign language;

Provision of immersion in the foreign-speaking environment and constant speech practice, etc.

This model also took into account the availability of the professional abilities of the teacher, in particular, such as organizational, didactic, communicative, expressive, perceptual, personal, constructive, etc.

Thus, in order to improve the quality of formation of foreign language speech activity of students of the university based on this model, the following was necessary:

A set of proposed principles affecting the quality of education of students;

Creation of positive motivation in all types and types of training sessions;

Providing a developing and psychologically comfortable language environment;

Creation of conditions at all stages of university education that contribute to the manifestation of the need for self-development and self-realization of students in activities directly related to the application of language knowledge in practice.

The procedure and results of the experiment

By organizing in the course of experimental work the cognitive process of students in the direction of its compliance with the tasks of development of foreign language speech activity taking into account its realization in the future profession, we tried to carry out the most important changes. According to the study, the effectiveness of the development of foreign language speech activity of students can be assessed only by means of diagnostic procedures, in connection with which tests and questionnaires of students were used. It should be noted that the diagnostic stage during the experiment was of particular importance, as it helped to identify in students the current level of ability to express basic speech functions, as well as to speak in a holistic and coherent manner in a foreign language. We assumed that a university graduate should also have, in addition to being able to behave adequately in communicative situations, demonstrating speech behavior, a developed professional orientation based on a motivated attitude to the study of languages. In this regard, at the diagnostic stage, students developed perceptions of foreign language speech activities as an essential resource of professional development; developing their ability to speak productively and increasing their motivation to develop their ability to initiate and complete dialogue. On this basis, we also focused on the following important criteria for the development of foreign language speech activities of students:

To use forms characteristic of dialogue speech;

To maintain communication using appropriate speech clichés;

To implement annotating and summarizing skills, etc.

Testing of the degree of formation of foreign language speech activity in future specialists was carried out in the 2018-2019 academic year: initially - in September 2018, second - in May 2019 in one experimental and one control group. 16 students of the first course of the Faculty of Law entered the experimental group, 18 students of the first course of The Institute of Ecology and Nature Management entered the control group. The results of the diagnosis are shown in Table 1.

Table 1: Degree of formation of foreign language speech activity of university students

("Plus" means an increase in% for the period of September 2018 - May 2019)

Criteria for the development of foreign language speech activities of students	Control group	Experimental group
Ability to express basic speech functions (express, approve, propose, etc.)	+ 8%	+ 55%
Ability to speak in a holistic and coherent manner	+ 2%	+ 28%
Ability to use forms specific to dialogue speech	+ 8%	+ 52%
Ability to color dialogue emotionally using appropriate intonation, gestures, and mimics	+ 1%	+ 48%
Ability to communicate using appropriate clichés	+ 10%	+ 82%
Ability to expand the topic of conversation proposed by the interviewer	+ 8%	+ 60%
Ability to initiate and end a dialog	+ 4%	+ 58%
Ability to implement annotation and summarization skills	+ 15%	+ 70%

Ability to adequately behave in communicative situations by + 20% + 85%
demonstrating speech behavior

Compared to the results of the control group to the experimental group, we see steady growth across all factors. Thus, according to the results of the diagnosis, we see that the dynamics of development of foreign-language speech activity of students who took part in the experiment group is many times higher than the similar dynamics of the control group. It is a clear indication of the effectiveness of the educational changes we are carrying out during the pilot work in the context of the university. Indicators of the criteria of development of foreign-language speech activity of the students who are a part of the main components of ability to the manifestation of knowledge of a foreign language in practical activities demonstrate also that most of the students show dynamics of the linguistic section of this ability. At the same time, the number of students with a narrow range of theoretical knowledge and weak practical experience in a certain field of activity decreased. All of the above makes it possible to argue that the study confirmed the basic provisions of the hypothesis. However, this does not exhaust all issues related to the study of psycho-pedagogical conditions for the effective development of foreign-language speech activities of university students. It seems to us that special studies require the development of the ability of students to self-actualize their linguistic potential in the process of studying subject-matter disciplines.

DISCUSSIONS

According to the study, the essence and structure of foreign language speech activities carried out by means of a foreign language sign system is a set of speech actions and operations. The very process of development of foreign language speech activity involves the accumulation of speech skills (based on the performance of simple and complex speech actions) leading to qualitative transformations information of language personality. Hence, the development of foreign language speech activities of students within the framework of speech work results in an improvement of the quality of education of students, which is determined by such indicators as academic performance, personal growth, an increase of cognitive motives in the direction of self-development, etc. In this regard, the most important areas of increasing the effectiveness of the development of foreign language speech activities of university students can also be considered the achievement by young people of the following indicators in the form of certain components, which are actually related to foreign language competence:

Socio-psychological component (ability to possess socially specific behavior using communication techniques adopted in the culture; ability to adequately behave in communicative situations by demonstrating speech behavior; ability to maintain communication using appropriate speech clichés).

Sociolinguistic component (ability to take into account linguistic characteristics of social strata and members of different social groups; ability to express basic speech functions; ability to expand the topic of the conversation proposed by the interviewer).

Linguistic and cultural component (ability to select lexical units according to national-cultural semantics; ability to use the appropriate situation of intonation, gestures, and mimics; ability to initiate and complete dialogue).

All this is related to various types of speech activities, in which certain types of language learning strategies can be distinguished: speaking strategy or constant communication with language speakers, as well as participation in translation activities. Audit strategy or use of radio and television broadcasts feature films, theatre productions, lectures, audio recordings, etc., in improving the foreign language. Reading strategy or reading newspapers, magazines, business and personal letters, as well as books of different genres in a foreign language. Written speech strategy or writing business and personal letters, faxes, e-mails, etc. These strategies have corresponding common features:

Real speech activity, in which students can practically apply the acquired knowledge;

Creative approaches in the application of knowledge in a new language situation;

Structure own educational route connected with the study of a foreign language;

Choice of autonomy in language learning, in particular in the choice of the scope and content of educational activities, etc.

Thus, foreign language speech activity of students of the university can be defined as their real independent foreign language activity in order to improve the level of language proficiency, increase internal motivation to satisfy cognitive interests and readiness to use language knowledge and skills in practical activities.

CONCLUSION

Thus, the developing aspect of targeting the development of foreign language speech activity of university students involves the use of various innovative methods aimed at systemic learning outside the natural language environment. In this regard, it is necessary to use imitation situations with certain types of communication aimed at developing foreign language speech activities of students, in which they learn to understand the content of the speaker's speech; Select appropriate language tools; It is competent to structure your own statement and further implement all this in the course

of communication. And here it is important for the teacher to decide in time with the student on the solution of the forthcoming communicative task, further - to create conditions for communication in the studied language, which at the moment and should become, first of all, a means of communication. In addition, in this context, the teacher organizes the activities of students in the class in such a way as to expand the range of foreign language speech activities of students. Hence, in order to implement the model of pedagogical technology of formation of foreign language speech activity, the teacher should proceed from the following didactic settings:

The language environment is built in terms of communicative space, where foreign language enters their daily life (foreign songs, books, films, advertising prospectus are appropriate here, etc.);

The training communication space is designed to ensure the performance of active speech exercises in a foreign language (for example, the situation at the bus stop, the situation of communication at breakfast in the café, the corporate party, etc.);

During the class emotional-sense situations are constantly created, in which professional terminology and spoken samples are combined around specially selected topics in the sphere of business communication (for example, discussion of the possibility to go to a foreign university to continue education);

Dynamic transition from small lexical units (vocabulary on a certain subject) to larger language formations (sense phrases, speech samples, idioms, etc.) so that the development of foreign language speech activities, for example, in the sphere of business communication, not only develops the most used professional terms but also pays attention to the sustainable cliché of a professional orientation;

Continuous use of positive feedback between teachers and students in order to consolidate positive learning outcomes (for this purpose, it is possible to survey students about the productivity of the class, in particular, what was of greatest interest to them);

All this contributes to the activation of each student in the educational process and, ultimately, to his motivation to learn a foreign language.

It is important to provide for the construction of classes so that each student has the opportunity to work according to a training program or method (for example, to consolidate lexical material), thus awakening and maintaining students' interest in learning from the point of view of their personal heritage.

The study, however, cannot claim full disclosure of such a multifaceted problem as the development of foreign language speech activities of students, and therefore this aspect seems open to the scientific search for a solution to the problem of improving this activity of students in the context of the ongoing modernization of education.

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