

ЗМІСТ НАВЧАННЯ ІНОЗЕМНИХ МОВ У СТАРШІЙ ШКОЛІ

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EMOTIONAL SPEECH COMPONENT CONTENT OF TEACHING FOREIGN LANGUAGES TO HIGH SCHOOLS STUDENTS

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Abstract. The article substantiates the necessity of introducing into the content of teaching foreign languages to the students of high schools an emotional speech component to achieve an effective foreign language communication that is accompanied by the expression of emotions to the subject of speaking. In the linguistic aspect, the emotional speech component represents a linguistic and speech material expressing the person's feelings in various communicative situations. In the methodological aspect, the mastering of emotional speech means is achieved by acquiring their perceptive and reproductive knowledge, forming speech skills of their use in all kinds of educational speech activity, developing speech skills of their use in various communicative situations.

Key words: emotional speech component, emotions, linguistic-speech material, knowledge, communication skills, informational, provocative, sensational situations.

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Емоційно-мовленнєвий компонент змісту навчання іноземних мов старшокласників

Анотація. *Вступ.* Однією з основних характеристик будь-якої мови, іншомовної в тому числі, є її невимушеність, спонтанність й емоційна виразність, що відповідає ситуації мовленнєвого спілкування. В процесі навчання іноземних мов автори різних методів навчання приділяють увагу переважно накопиченню в учнів словникового запасу і розвитку граматичних умінь оперування ним для вираження думок в іншомовній формі. При цьому вимоги до емоційності мови практично не висуваються у зв'язку з припущенням можливості механічного переносу вмінь емоційно-мовленнєвої діяльності рідною мовою на становлення вмінь емоційно-мовленнєвої комунікації іноземною мовою. Багаторічна педагогічна практика довела неправомірність такого припущення. З огляду на це *метою* нашої роботи є представлення методики розвитку вмінь англословного експресивного мовлення у старшокласників на основі змісту емоційно-мовленнєвої діяльності, що запропонована академіком О. Чебикіним. Для досягнення зазначеної мети використовувалися: *метод* вивчення та аналізу психологічної, лінгвістичної і методичної літератури за темою та *метод* моделювання процесу навчання англословного емоційного мовлення з урахуванням особливостей програм з навчання іноземним мовам для старшокласників. *Результати* проведеного дослідження показали, що: 1) введення емоційно-мовленнєвого компонента в структуру змісту навчання іноземних мов дає змогу наблизити навчальне іншомовне говоріння до його реально мовленнєвої форми; 2) психолого-лінгвістичною основою емоційно-мовленнєвого компонента є лінгво-мовленнєві засоби, що виражають емоції; 3) засвоєння мовних засобів для вираження емоцій здійснюється шляхом: а) набуття рецептивних і репродуктивних знань цих засобів; б) формування рецептивних і репродуктивних мовленнєвих навичок використання цих засобів у різних видах навчально-мовленнєвої діяльності; в) розвитку вмінь використання цих засобів в умовах реально мовленнєвої комунікації в процесі емоційно-інформаційних, емоційно-провокаційних і емоційно-сенсаційних ситуацій. Ми дійшли *висновків*, що систематична організація спілкування в процесі емоційно-інформаційних, емоційно-провокаційних

і емоційно-сенсаційних ситуацій забезпечує більшості учнів становлення вмінь іншомовної емоційно-мовленнєвої комунікації, а досягнення природності іноземної мови підвищує ефективність і мотивацію самого навчального процесу.

Ключові слова: емоційно-мовленнєвий компонент, емоції, лінгво-мовленнєвий матеріал, знання, мовленнєві вміння, інформаційні, емоційно-провокаційні, емоційно-сенсаційні ситуації.

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Аннотация. В статье обосновывается необходимость введения в содержание обучения иноязычной речи старшекласников эмоционально-речевого компонента для достижения ими реально речевой иноязычной коммуникации, сопровождающейся выражением эмоций к предмету говорения. В лингвистическом аспекте эмоционально-речевой компонент представляет собой лингворечевой материал, выражающий чувства человека в различных ситуациях речевого общения. В методическом аспекте усвоение эмоционально-речевых средств достигается путем: приобретения их рецептивных и репродуктивных знаний; формирования речевых навыков их употребления во всех видах учебно-речевой деятельности; развития речевых умений их использования в различных ситуациях речевого общения.

Ключевые слова: эмоционально-речевой компонент, эмоции, лингворечевой материал, знания, речевые умения, информационные, эмоционально-провокационные, эмоционально-сенсационные ситуации.

Introduction (problem statement). One of the main characteristics of any speech including a foreign one, is its smoothness, spontaneity and emotional expressiveness, corresponding to the situation of speech communication. In the process of teaching foreign languages, the authors of different teaching methods pay particular attention to mastering vocabulary and developing grammatical skills for operating the vocabulary in order to express thoughts by means of a foreign language. At the same time, no requirements to the emotionality of speech are put forward.

Even while learning how to read authentic texts, the students try to understand their plots and formally reproduce the content they read, adequate to them. They usually convey the emotional state of the characters of the literary work in a descriptive form. Such verbal behavior reflects the educational nature of their communication. Many researchers have tried to eliminate this drawback of the oral speech in a foreign language.

In the linguistic aspect, the structure of the emotional concepts consisting of four components: 1) a system of conceptual metonymy, 2) a system of conceptual metaphors, 3) a system of related concepts, 4) a system of cognitive scenarios was proven (Keveches, 1990); the emotional constructions as a part of the dialogical unity were defined and the concept of the emotional descriptor, subdivided into three groups: lexical, grammatical and phonetic-graphic, was introduced (Yudina, 1973); the dynamics of emotional concepts in different linguocultures was investigated (Krasavsky, 2001); the features of the use of the emphatic intonation in the English speech were revealed (Shumilina, 2002); the cluster method for describing emotional concepts was proposed (Apresyan, 2014); the expression of emotions with the help of the grammatical means of the English language was studied (Ozyumenko, 2015); the functioning of emotional-evaluative vocabulary in the affective dialogical interaction was considered on the material of the English fiction (Nikulina, 2016).

In the methodological aspect, an emotional and semantic approach to the English language teaching was offered (Shekhter, 1970); the system of teaching oral expressive speech was substantiated on the basis of its thematic dramatization within the framework of sub-themes and micro-themes, in which speech stereotypes were used while working with emotional speech situations (Gurvich, 1972); the process of English emotional speech teaching content was structured (Martynova, 2004); the peculiarities of the relationship between the emotional and cognitive components of the processes of mastering a foreign language were studied (Petrunova, 2009); teaching English emotional speech on the basis of the examples taken from the English-language films with the purpose of singling out the emotionally-coloured phrases, their semantisation by means of the context and using them in educational situations was proposed (Sydorova, 2013).

The special attention to the essence of the English-language emotional speech was paid by V. Shakhovsky. The scholar said that emotive communication is a process of social interaction of linguistic personalities, accompanied by a conscious, controlled demonstration of emotions and feelings, providing, in addition to the intensity of transmission, reception and exchange of information, an emotional effect on the interlocutor. Achieving a high level of foreign-language emotional communication in the framework of teaching foreign languages is possible only if the students have got well-formed emotional competence, which includes extensive knowledge of emotions, their functions, knowledge of the emotional foundation of their native language (and foreign language as well), means of nomination, expression and description of their emotional experiences in the process of intercultural interaction, taking into account the peculiarities of the language picture of the world of a native speaker” (Shakhovsky, 2008). In this regard, the author suggested including the following components in the structure of the content of teaching foreign-language speech:

- 1) knowledge of the general linguacultural codes of emotional communication;
- 2) knowledge of the emotional dominants of these codes in the form of emotional concepts;
- 3) knowledge of markers of emotional and ethnic identification of speech partners, the rules of emotional communication with them;
- 4) knowledge and mastering the means of nomination, expression and description of one’s own and others’ emotions in both semiotic linguacultural codes involved in a particular communication (Shakhovsky *ibid.*).

Coming to agreement with the scientist’s point of view regarding the four types of knowledge which students should master in order to achieve the emotionality of foreign language communication, we consider it necessary to pay attention to their functional insufficiency, that is, the inability to ensure fluency and ease of spontaneous emotional speech activity. Numerous psychological studies have proven that only corresponding speech skills and diverse speech abilities can contribute to this.

Another researcher of the issue on teaching foreign-language emotional speech, Ya. Reikovsky, also focuses more on its sociocultural feature. So, he considers emotional concepts as a special form of regulation of personality’s speech behavior. The author believes that the ethnomarking of emotional concepts is determined by such psychosocial cultural factors as traditions, customs, everyday life routines, stereotypes of thinking, patterns of behavior, etc., which have historically developed throughout the formation and development of a linguistic and cultural society. The high degree of verbalization and intensity of conveying emotive meanings by emotional concepts is due to the socio-psychological significance of emotions for a linguistic personality, which are an important regulator of its speech-cognitive activity, providing the creation of a special environment for a successful verbal and non-verbal interaction in the society (Reikovsky, 1979).

Thus, from the point of view of cognitive linguistics, emotional concepts are mental entities that accumulate the entire amount of knowledge of a linguistic and cultural society about the emotional sphere of human life.

According to S. Chernyshov, in order to operate the emotional concepts in a methodological way, two their identities are important: the basic culturally significant element of social consciousness of a particular national-cultural society and the mental units of consciousness of a linguistic personality, providing them with the acquisition, organization, storage and transmission of emotional knowledge. Being culturally significant units of foreign language public consciousness and finding its refraction in the content of teaching foreign-language emotional communication, emotional concepts determine the choice and organization of other components of such content – both verbal and non-verbal (Chernyshov, 2014).

Verbal explicators of linguistic-cultural emotional concepts that are considered to be a part of the subject aspect of teaching foreign-language emotional communication usually include individual

emotional lexical and phraseological units, as well as whole emotive texts of various genres and styles. Most often these are the texts of short, simple forms, namely: set expressions, aphorisms, parables, fables, poems, songs, sonnets, anecdotes, etc.

Non-verbal explication of linguacultural emotional concepts can be represented at foreign language classes in the form of a variety of works of painting, music, sculpture, graphics, embroidery, jewelry, ornaments, etc., that allows them to be included in the content of teaching foreign languages as extra linguistic tools possessing a huge cognitive, artistic and impacting potential.

However, in spite of the merits of the studies examined, it remains unclear how to provide any students, and students of high schools in particular, the ability of emotional expression of thoughts based on both verbal and nonverbal concepts in any spontaneous situation of speech communication. In other words, the psychological and didactic side of the issue of teaching high schoolers a foreign-language emotional speech remains unresolved in the existing school pedagogical theory and practice.

Our statement is based on the fact that the goals of teaching emotional speech are not even set up in the foreign language education curricula for students of secondary schools. And the skills of emotionally verbal behavior are not transferred from a native language into a foreign language by at least three reasons:

- 1) students do not know the types of existing emotions;
- 2) students do not know the language and speech material for their expression;
- 3) students do not know how to express their emotions in spontaneously arising situations of verbal communication by means of a foreign language. This leads to the fact that foreign language teaching of today's youth who want to communicate actively with their foreign friends continues to be formal, educational, and low-motivated.

In this regard, the **purpose of the work** is to present one of the possible solutions to the indicated linguo-didactic problem and in this way try to minimise three above-mentioned difficulties in the process of teaching English emotional speech.

Results. 1. Minimisation of the first difficulty. Acquaintance of students with the types of existing emotions and their linguistic expression. Emotions are defined as a special form of the reflection of the surrounding world by the human's psyche. This form manifests itself in biologically conditioned experiences that push a person to express them in both verbal and extra linguistic ways. Moreover, in some cases, a person exhibits propulsive activity, and in others – inhibitory (Mizherikov, 1998).

There is a difference between higher and lower emotions. Higher emotions are associated with the satisfaction or dissatisfaction of spiritual, social, moral, cognitive, aesthetic needs: pleasure, anger, irritation, resentment, enthusiasm, interest. Lower ones are associated with the satisfaction or dissatisfaction of physical needs: hunger, thirst, warmth or coolness.

Any emotions arise on the basis of feelings. In their physiological meaning, feelings reflect a person's attitude to objects and phenomena of the surrounding reality. In contrast to emotions, reflecting the subjective value of objects in specific circumstances, feelings emit phenomena that have stable motivational significance. The formation of feelings is a prerequisite for the formation of personality (Petrovsky & Yaroshevsky, 2002).

According to the theory of emotional regulation by A. Chebykin, the teacher's sensual-emotional transmission of the material under study and, accordingly, his students' sensual-emotional perception, significantly increase the productivity of the teaching process for both of its participants: for the first group, the task of keeping the students' attention on the subject of study is facilitated; and for the second group, the task of remembering and assimilating emotionally perceived information is facilitated (Chebykin, 1999).

Our psychological and pedagogical observations of the extra curriculum activity of high schoolers have shown a surge in their sensual-emotional behavior. In the vast majority of interpersonal

communication, they exhibit a range of different emotions, often replacing their active behavior with a passive one and vice versa. Moreover, the verbal form of expression of emotions occurred without difficulty as it was carried out in the native language. The culture of the emotionally verbal interaction of high school students demonstrated in most cases their behavioral and linguistic incorrectness.

Thus, teaching foreign-language speech in the classroom and upbringing a culture of speech behavior of adolescents during their extra curriculum activity requires acquaintance with the most frequently occurring types of people's emotions, their semantic essence and the form of their linguistic expression.

The linguistic meaning of the emotional speech component implies that language is a means of describing things and events ... expressing certain feelings: sympathy, indignation, enthusiasm, disappointment ...; it also serves to evoke a certain behavior expressed in pleasant and unpleasant feelings and, finally, in certain actions ... Language is also used to evaluate something, and to draw someone's attention to something (Klaus, 1967).

Thus, from the point of view of pragmatics, language conveys information, feelings, emotions that shape human behavior. It is necessary to add that the transfer of information or the exchange of information has a connotative aspect in everyday speech communication. In most cases the thoughts, that are expressed, are coloured with feelings. They lead to the expression of relevant emotions and a change in the physical behavior of a person. Feelings also serve as a catalyst for thoughts and therefore are included in the intentional link of a speech act (Buchbinder, 1980).

From the point of view of semiotics, V. Buchbinder names the following functions of signs: awareness, assessment, motivation for a response, systematization and organization. Accordingly, speech signs are divided into classes: *designators*, *appraisors*, *presscriptors*, *formators*, and *ascriptors*.

Evaluation functions are performed by *appraisors*. With their help, both positive and negative assessments are expressed in various types of human life. Therefore, in training, it is necessary to provide for the selection of words and expressions of *appraisors*. Their constant use in the statements of the evaluation function is necessary (Buchbinder *ibid.*).

Very important type of signs is expressed with *presscriptors*, which stimulate the initiative adequacy, i.e. the power of persuasion. In these signs, the tendencies toward managing the communication situation are most clearly expressed. To achieve greater persuasiveness, facial expressions and gestures, an external manifestation of internal states including the extreme expressions of enthusiasm, anger, despondency, etc. can be added to them (Buchbinder *ibid.*).

Appraisors and presscriptors are the categories of language signs that help the language system go beyond its information functions and enter a more complex system that has many possible states, the choice of which is determined with the entry of this system into an even more complex system – human participation in social activities (Leontyev, 1969).

Emotionally expressive colouring of the speech is directly related to style issues, although it should not be identified with it completely. Its relevance to the everyday, journalistic, regional and artistic spheres of communication is well known. Only the scientific style of speech is devoid of these qualities. A scientific report is connected with argumentation, persuasion, and defence of one's position by criticizing the opponent's point of view in connection with the discussed issue.

Thus, the emotional and speech component, on the one hand, provides the emotionality of the perceived and reproducible foreign-language speech, and on the other hand, involves the study of such linguistic means by which this emotionality can be expressed.

So, we offer the following psychological and linguistic content of teaching the high school students the emotional and speech component of the foreign-language speech activity basing on: 1) the list of emotions proposed by A. Chebykin; 2) the elements of the above-mentioned linguistic theory of the emotional side of speech; 3) the basic linguistic level of the students' English proficiency.

1. The emotion of **INDIFFERENCE** can be expressed as follows: *I do not care about all this.* So what? Yes, just no way. I don't care whatever you say. What's the difference? Neither this nor that. Well, think about it! Does not matter! I don't care! It does not concern me.

2. The emotion of **TACTLESSNESS** can be expressed as follows: *This is tactless.* What tactlessness! How could it be allowed? Are you really going to leave it like that? It's so inappropriate!

3. The emotion of **GRATITUDE** can be expressed as follows: *I appreciate it very much.* I am so grateful to you. Thank you very much. Thank you, you helped me a lot. I don't even know how to respond such a courtesy.

4. The emotion of **FEAR** can be expressed as follows: *I am very afraid.* I feel worried about them. How awful that it happens. I am afraid that this may concern me. Lord, do not bring this to happen to me. I am scared and anxious about this.

5. The **GUILT** emotion can be expressed as follows: *I am guilty.* It's not my fault that it happened. Sorry, it's my fault. How can I make amends?

6. The emotion of **GOODNESS** can be expressed as follows: *You are so kind to me.* Thank you for your kindness. Yes, I agree that everything needs to be done kindly.

7. The emotion of **FRIENDSHIP** can be expressed as follows: *I really appreciate your friendship.* I like being friends with you so much! Thank you for our friendship! How good that I have a friend! Let's be friends!

8. The **INTEREST** emotion can be expressed as follows: *I am interested.* Oh, how interesting! And I didn't think it was so exciting! I want to know that. Please repeat, it is interesting to me. But I still wonder how it's happened. And what's interesting? I have already known it!

9. The emotion of **CURIOSITY** can be expressed as follows: *I am very curious.* And I've heard that it is not quite the way you told me. Is it true that this event leads to disorders? Prove it! Wow, I thought that ... Why is this happening? And why is this so, and not the otherwise?

10. The emotion of **DREAM** can be expressed as follows: *I am a dreamer.* I love to dream so much! I know that my dreams will always come true. Let's dream together!

11. The emotion of **HOPE** can be expressed as follows: *I still hope for a better tomorrow.* I hope that we will manage to complete everything. I hope that everything will be fine.

12. The emotion of **MOOD** can be expressed as follows: *I am in such a joyful mood!* I am in a low mood. Do not annoy me, I don't feel like speaking.

13. The emotion of **RESENTMENT** can be expressed as follows: *I got very offended.* I was offended by you. I will not do it your way! Oh, come on, just because you insist! Watch your language, otherwise I will not do it. Do not offend me, I did not mean it. Do not get offended by me, I did not mean to offend you.

14. The emotion of **INSIGHT** can be expressed as follows: *I am illuminated by this idea.* Eureka! I found it out! I have got an insight from above. He is enlightened by his dream. Do not disturb him! He is enlightened by his dream!

15. The emotion of **CONDEMNATION** can be expressed as follows: *I condemn you.* This is awful. Shame on you! How inappropriate! You ought not to do it that way.

16. Emotion of **PANIC** can be expressed as follows: *I do not like panic.* Oh, run quickly, save yourself! Thunderstorm and lightning! What a nightmare! Follow me! What kind of panic is this?! Shut up! Do not scream at each other!

17. The emotion of **JOY** can be expressed as follows: *I feel so happy.* Wow! I am so pleased about all this. How lovely! Oh, class! Superb! Hooray, I got it! Hooray! I feel blissful about all this! Can't be the truth! Is it really so? I am glad!

18. The emotion of **DISAPPOINTMENT** can be expressed as follows: *I am very disappointed.* And I thought it was easy. I never thought that it could be so difficult. Unfortunately, I can not do this. I hoped for it so much, but it didn't work out. I feel sorry for you. Do not be discouraged, we didn't lose. Not so interesting anymore. So what? What is so special about it?

19. The emotion of **DOUBT** can be expressed as follows: *I am not sure*. Do you really think so? I still hesitate about it. I didn't consider it! I am not sure about it anymore. I do not think that I will succeed.

20. Emotion of **STRESS** can be expressed as follows: *I am stressed out!* Is it really so stressful? Do not be surprised, he is tensed! Now after stress passes away, everything will be changed for the better.

21. The emotion of **SHAME** can be expressed as follows: *I am very ashamed*. Sorry, sorry, I'm terribly sorry about it, I'm so ashamed of this, I'm so sorry. Sorry, I didn't want this. I am very confused by this situation. I'm embarrassed to discuss this. I am embarrassed to rate this event.

22. The emotion of **ATTACHMENT** can be expressed as follows: *I am very passionate about it*. It's so interesting! I got so involved with this problem! I think they are also engaged with the issue. Do not bother them; they are so passionate about their task! So! Quickly, efficiently, economically and with joy!

23. The emotion of **SURPRISE** can be expressed as follows: *I am very surprised*. Could it really happen this way? What is it? It is not clear what caused him saying it (doing it). Why so? Strange, but I didn't consider it could turn out this way! Here is the tricky one! How could he manage to do it!

24. The emotion of **PLEASURE** can be expressed as follows: *I am very pleased*. Oh, how nice it is! What a thrill! Wow! Well said! What a pleasure I got! I am happy for them! I am always pleased to make you happy.

25. The emotion of **HUMOR** can be expressed as follows: *Humor is a serious matter!* How ridiculous and awkward! Yes, it's just humor! Do not laugh at him, better help him! Is it funny? Who are you laughing at – are you laughing at yourself?

The presented examples of verbal expressions of emotions are not obligatory and are not considered to be the only way to verbalize the feelings expressed during a conversation, but they are only a demonstration of the most typical, as it seems to us, phrases characterizing the emotions corresponding to them.

In addition, the phrases presented in their English equivalent are quite simple in the linguistic sense; many of them can be reproduced by the high school students on their own.

However, for their free use in speech, *knowledge* of all the above language tools, *speech skills* of their usage in simplified training and speech practice, *speech abilities* of operating them in the process of real-speech communication are required.

The linguo-didactic aspect of the acquisition of these components of the content of teaching English in their emotionally verbal expression will be considered below.

2. Minimisation of the second difficulty. Mastering the linguistic and verbal material which expresses the above-mentioned emotions. As it is known, the levels of mastering a new foreign-language material are the following:

- 1) receptive and reproductive knowledge of the presented material;
- 2) receptive and reproductive lexical skills of its use in phrases and sentences;
- 3) linguistic abilities of its use in various forms of training and speech activities;
- 4) pre-speech abilities of its use in various types of speech activity with the help of verbal and visual supports;
- 5) speech abilities of its use in various types of speech activity based on the diverse types of speech situations;
- 6) integrated abilities of its use for solving problems of cognitive and professional nature (Martynova, 2004).

Considering that the emotionally coloured linguo-speech material shown above does not present any particular difficulty for high school students, let us reduce the methodological way of its mastering to the following three components of the teaching content:

- 1) receptive and reproductive knowledge of the material presented;
- 2) the speech skills of its use in all types of educational and speech activities;
- 3) the speech abilities of its use in spontaneously arising situations due to the unforeseen circumstances.

Consider the definitions of the above-mentioned components of the teaching content and examples of the methodological actions that ensure their mastering.

1. **Foreign language knowledge** is defined by us as the ability to reproduce the lexical and grammatical material under study in its isolated form by means of native language when perceived in foreign one (receptive knowledge) and a foreign language when perceived by its native one (reproductive knowledge) (Martynova *ibid.*).

To acquire knowledge of the linguistic material under study, it is suggested to perform the following methodological actions:

- 1) independent reading of words and expressions to master each type of the emotions presented;
- 2) re-reading the same material by choir following the teacher;
- 3) writing the same words and expressions in vocabulary-books with their translation;
- 4) reading the sentences with the material under study to answer the questions;
- 5) reading sentences with gaps filling in the material under study;
- 6) production of sentences with the material under study using table worksheets;
- 7) writing and reading sentences that express a certain kind of emotions;
- 8) production of sentences with the material under study in the native language when they are perceived in the foreign language (receptive knowledge);
- 9) production of sentences with the material under study in the foreign language while they are perceived in the native language (reproductive knowledge).

Similar actions are performed to learn linguistic material to express all the emotions presented above.

2. **Speech skills** are defined by us as the ability to use the material that students have learned at the level of receptive and reproductive knowledge quickly and unmistakably in all kinds of training and speech activities (Martynova *ibid.*).

In order to develop the speech skills of using the linguistic material under study, the following methodical actions are proposed:

- 1) reading micro texts with time regulation, which should be equal to the reading time of the same texts in the native language;
- 2) answering questions about the texts, under condition of silent reading;
- 3) reproducing the content of the texts in a written form with their further retelling;
- 4) creating own texts with the obligatory use of the lexical and speech material under study;
- 5) discussing the information perceived by the students;
- 6) reading the educational dialogues in roles with time regulation, which should be equal to the time of reading the same dialogues in the native language;
- 7) dramatizing dialogues in roles;
- 8) creating and dramatizing own dialogues in roles in accordance with the examples read;
- 9) discussing the dialogical speech perceived by students.

3. **Speech abilities** are defined by us as the ability to use the material, that has been learned at the level of receptive and reproductive skills, in a real speech communication due to multifaceted speech situations and spontaneously occurring circumstances (Martynova *ibid.*).

To establish the types of speech actions for the development of such speech abilities, let us turn to the theoretical foundations of determining the types of speech situations of emotional character.

3. Minimisation of the third difficulty. Expression of emotions in spontaneous situations of verbal communication by means of a foreign language.

In the methodology of teaching foreign languages, the notion “situation of speech communication” implies circumstances that contain the subject of speech, the conditions under which it occurs, the social connections and a personal attitude of the speakers, as well as the goals and objectives of speech actions.

According to E. Passov, the speech situation should not be understood as a set of extra-linguistic circumstances, but as a system of relationship between the interlocutors, reflected in their consciousness ... The situation is such a dynamic system of students’ relations, which, thanks to its reflection in consciousness, creates a personal need for purposeful activity and nourishes this activity (Passov, 2013).

However, not all scholars believe that the training of emotional speech communication should be carried out in the process of speech situations. A. Chebykin calls such situations emotiogenic. In his opinion, these are the circumstances of educational activity that actualize the emotions of students with varying strengths (Chebykin, 1999). An emotiogenic situation arises “as a result of a clash between the real needs of students and the currently emerging opportunities for their satisfaction” (ibid.). P. Fress and J. Piaget believe that an emotiogenic situation arises with excessive motivation in relation to the individual’s real capabilities, that there is no emotiogenic situation as described, but a general effect of the situation. Moreover, each person reacts depending on his/her level of the emotionality development (Piaget, 1966). Showing the role of situationality in a human life, P. Heckhausen comes to the conclusion that situational determinants only actualize behavior, and then it is controlled by a motivational disposition. He emphasizes that situationally determined behavior depends on the information taken from the current situation (Heckhausen, 1986). Therefore, in the situational behavior, emotions are most clearly reflected. In the pedagogical process, emotional situations are most clearly considered at the level of analysis of the so-called problematic educational situations. A. Matyushkin considers the problematic situation as an opportunity for the subject to see and discover new things, unknown meanings or modes of action (Matyushkin, 1970). I. Lingart regards the problematic situation as indicative information giving the individual input data. M. Makhmutov understands it as something incomprehensible, unknown, disturbing and surprising (Lingart, 1970; Makhmutov, 1977). These characteristics of problematic situations are most clearly manifested at the foreign language classes, when the teacher speaks of any upcoming work and deliberately omits the details that are the most important for students, thereby causing them to have a natural speech reaction to clarify them. Or, when a teacher tells with anxiety about any events that are especially significant for a given group of students. In this case, it forces the listeners to sympathize for the content of the information presented. This reaction is accordingly manifested in the listeners’ speech, gestures, facial expressions. The planned in advance sensational situations cause students surprise, accompanied either by enthusiasm or disappointment, which are manifested primarily in the students’ speech, not excluding the extra linguistic means of expression. Thus, the emotional situation differs from the speech one because the prior is caused not by fictitious circumstances or even real ones, but with a clearly expressed educational goal, by the very course of the educational process, the deployment of which in actions should be unknown to the students, but well planned by the teacher. The suddenness of the situation, meaningful to students, causes them an emotional outburst, accompanied by outwardly unorganized speech reactions. Thus, the unexpected actions done by the teacher cause the disorganization of speech that reflects the reality of speech behavior.

In order to achieve such foreign-language emotional real speech communication, E. Passov offers the following three types of spontaneously arising situations:

- 1) *informational*, when the teacher provides information that is unexpected for students;
- 2) *provocative*, when the teacher provokes students to discuss and persuade the speakers in their rightness;
- 3) *sensational*, when the teacher informs the students any sensation that causes them delight, surprise or sadness and disappointment.

Taking into consideration that these situations encourage students to manifest and express certain emotions, we will call them: *emotional-informational*, *emotional-provocative* and *emotional-sensational*.

Let's consider the types of methodological actions for the development of foreign language speech abilities in the process of each of these situations.

Methodological actions for the development of speech skills in emotional-informational situations can be as follows:

- 1) listening to the information presented by the teacher;
- 2) emotional expression of one's attitude to the perceived material;
- 3) clarification of some obscure circumstances;
- 4) discussion of the information with each other;
- 5) expression of one's decision regarding perceived material.

For example: *Teacher*: Attention, everybody, next Monday at five p.a. I will hold a teacher-parents meeting. *Student 1*. What? Why in the middle of the term, and not at the end, as usually? *Student 2*. My mother cannot be present at the meeting. She will be still working at this time. *Student 3*. What are you going to speak about with our parents? *Student 4*. May I clarify? Where will the meeting be held in our class or in the assembly hall? *Student 5*. Please tell me, if we may attend the meeting too?

The teacher is leaving the classroom. The students are discussing what they've heard. *Student 6*. Hey, guys, why do you think she came up with this meeting? – *Student 7*. Probably she wants to tell our parents about the incident with the guys from another class of the same year. *Student 8*. It's terrible! Imagine what happens to us! *Student 9*. Let's do it the following way. Some parents will not be informed about this meeting. *Student 10*. No way! Everything will get even worse. She will call them personally.

Methodological actions for the development of speech abilities in emotional-provocative situations can be as follows:

- 1) listening to the information presented by the teacher;
- 2) expression of indignation by students;
- 3) statement of the arguments;
- 4) teacher's agreement with the unfair student's charges.

For example: *Teacher*: Guys, you wrote a test yesterday, but Olya and Sasha did not hand in their copybooks to me. *Olya*: No way! I have given the notebook with the test! *Teacher*: No! I do not have your notebook! *Olya*: Yes, I didn't give it to you myself, but asked Natasha. *Teacher*: Natasha, where is Olya's notebook with the test? *Natasha*: I gave it to you. *Teacher*: You are cheating! *Natasha*: I never cheat! Why are you saying these words? *Sasha*: And I have given you my notebook with the test work. Honestly, I have. *Teacher*. Ok, kids. Let's look for your notebooks on my desk. Yes. Here they are. But how did they turn out to be in the register? *Students*: We do not know. Fortunately, we have found the copybooks!

Methodological actions for the development of speech abilities in emotional-sensational situations can be as follows:

- 1) listening to the sensational information in the teacher's statement;
- 2) expression of surprise and delight or sadness and disappointment in connection with the perceived information;
- 3) clarification of additional information in connection with the perceived information;
- 4) discussion of the information with each other.

For example: *Teacher*: Guys, you know, our PT teacher Stepan Vasilievich took the second place at the winter skiing Olympiad. *Student 1*. Really? Wow! Well done! *Student 2*. Yes, I know that he practices a lot. But I could not imagine that he would achieve such a result. *Student 3*: Why? *Student 2*. We don't have much snow in Odesa. Where does he train? *Student 4*: So, he was absent almost all winter. He was in the Carpathians. Don't you remember that he was replaced by Svetlana Vasilievna at the lessons? *Student 5*: How honorable it is for our school! I am delighted!

Conclusion and prospects for further research. Our long-term pedagogical activity has shown that the systematic organization of communication in the process of such situations provides the majority of students with the development of the skills of emotionally verbal communication in a foreign language. And the achievement of the naturalness of foreign-language speech increases the efficiency and motivation of the teaching process itself.

The foregoing in this article allows us to conclude that:

1) the introduction of an emotional speech component in the structure of the content of teaching foreign languages allows us to bring the educational foreign language closer to its real speech form;

2) psychological and linguistic basis of the emotional speech component are linguistic-speech means expressing the following emotions: indifference, tactlessness, gratitude, fear, guilt, kindness, friendship, interest, curiosity, dream, hope, mood, resentment, insight, conviction, panic, joy, disappointment, doubt, stress, shame, attachment, surprise, pleasure, humor;

3) mastering of linguistic means to express these emotions is carried out by: a) the acquisition of receptive and reproductive knowledge of these means; b) the formation of receptive and reproductive speech skills of using these means in various types of educational and speech activities; c) the development of the abilities of using these means in a real speech communication in the process of emotional-informational, emotional-provocative and emotional-sensational situations.

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