

FORMING SPEECH COMPETENCE OF FUTURE ECONOMISTS

ФОРМУВАННЯ МОВЛЕННЄВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ЕКОНОМІСТІВ

Socio-economic changes in Ukraine demands new level of professional training, particularly the preparation of economists. Competent economists must communicate successfully, creatively involve themselves in the processes of professional and interpersonal communication, navigate in a variety of communicative situations, find methods of communication, establish productive relationships with partners, effectively carry out various types of speech activities. Therefore, the problem of forming the competence of future economists is relevant. The purpose of the article is to prove the proposed methodology of teaching languages, ukrainian in particular, in higher education institutions through a pedagogical experiment. This methodology is aimed at forming the appropriate motivation on the development of coherent speech, which derives from the leading positions of text linguistics and the theory of communication, which includes the development and application of speech exercises, situational and communicative tasks related to the future professional activity, active use of interactive methods, techniques and learning tools. The following research methods were used: theoretical (analysis, synthesis, systematization, comparison, generalization of psychological and pedagogical, methodical sources), empirical (observation of educational process, questioning, analysis of speech), experimental (conducting recording and formative experiments), statistical (quantitative and qualitative processing pedagogical experiment results). The results of the conducted experiment indicate positive developments associated with the process of forming the language competence of future economists. All of this proves the effectiveness of the proposed methodology of teaching languages in higher education institutions.

Key words: *speech competence, kinds of speech activity, communicative and situational tasks, interactive teaching methods, role games, business games.*

Соціально-економічні зміни в Україні вимагають нового рівня професійної підготовки,

зокрема підготовки економістів. Компетентні економісти повинні успішно спілкуватися, творчо включатись у процеси професійного та міжособистісного спілкування, орієнтуватися у різноманітних комунікативних ситуаціях, знаходити методи спілкування, встановлювати продуктивні стосунки з партнерами, ефективно здійснювати різні види мовленнєвої діяльності. Тому проблема формування компетентності майбутніх економістів є актуальною. Мета статті – довести запропоновану методику викладання мов, зокрема української, у закладах вищої освіти шляхом педагогічного експерименту. Ця методика спрямована на формування відповідної мотивації на розвиток зв'язного мовлення, що впливає з провідних позицій текстової лінгвістики тексту та теорії спілкування, що містить розробку та застосування мовленнєвих вправ, ситуаційних та комунікативних завдань, пов'язаних із майбутньою професійною діяльністю, передбачає активне використання інтерактивних методів, прийомів та засобів навчання. Були використані такі методи дослідження: теоретичні (аналіз, синтез, систематизація, порівняння, узагальнення психолого-педагогічних, методичних джерел), емпіричні (спостереження за освітнім процесом, опитування, аналіз мовлення), експериментальні (проведення константувального та формувальних експериментів), статистичні (кількісна та якісна обробка результатів педагогічного експерименту). Результати проведеного експерименту свідчать про позитивні зрушення, пов'язані з процесом формування мовної компетентності майбутніх економістів. Усе це доводить ефективність запропонованої методики викладання мов у закладах вищої освіти.

Ключові слова: *мовленнєва компетентність, види мовленнєвої діяльності, комунікативні та ситуаційні завдання, інтерактивні методи навчання, рольові ігри, ділові ігри.*

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Introduction. The socioeconomic transformations taking place in the socio-political and economic life of Ukraine raise new challenges in reforming the whole system of education, putting forward new requirements for increasing the level of professional training. This need for reforming the system of professional education requires radical changes in the training of specialists of any profile, in particular economists. Ways of reforming the training of future economists are reflected in the Laws of Ukraine «On Education», «On Higher Education», the State National Program «Education» (Ukraine XXI Century).

We believe that the formation and creative development economists as competent professionals is vastly depending on speech training. The need for the deliberate speech training is due to the fact that economists hold positions for which the ability to communicate is of great importance, that adhere to norma-

tive speech (rules of verbal behavior, that is, specific regulations that determine how to behave in a given situation) [5; 6; 2; 8] creatively incorporate into processes of professional and interpersonal communication, to orientate in various communication situations, to find the necessary means, methods and methods of communication depending on the purpose of communication, setting up productive relationships with partners, to defend their point of view. It is clear that all this is impossible without mastering speech abilities and skills and communicatively justified use of language means in the performance of different types of speaking (speaking, listening, writing, reading), grammatically and syntactically correct expressions in different situations of speech, correct and logical expression of thoughts, possession of the art of public speaking, the ability to debate, to convince the interlocutor, to build dialogue and monologue, etc. –

in a word, mastery of all the complex of means of language and the ability to use them in practice. That is why the problem of forming the language competence of future economists is relevant.

We put forward the hypothesis that the level of competence of future economists will increase considerably if their training includes appropriate motivation in the study of the ukrainian language in order to create speech and linguistic competencies; the corresponding motivation in the classes on the development of coherent speech, which follows from the leading positions of linguistics in the text and the theory of communication; taking into account linguodidactic and psychological factors contributing to raising the level of competence of future economists; development and application of speech exercises; active use of interactive teaching methods; a rational combination of methods, techniques and learning tools that will ensure their systematic assimilation.

Purpose of the article: to prove the effectiveness of the proposed methodology, using a pedagogical experiment.

The purpose of the study determined its task: to analyze the scientific literature on the basis of the content and essence of the concept of «speech competence» and to determine its role and place in the process of teaching the ukrainian language in higher education institutions; to investigate and analyze the state of development of this problem in psychological and pedagogical researches and practical activity of teachers; to substantiate certain criteria for the formation of the language competence of future economists; to substantiate and experimentally test the proposed methodology for forming the language competence of future economists.

Research Methods

In order to test the hypothesis, the following research methods were used: theoretical (comparative analysis – to find out the state of development of the problem, to determine the theoretical foundations of research, systematization and synthesis of the views of scientists; conceptual-terminological – to specify the conceptual field of research; systematization and generalization – to determine the results of the research and formulation of conclusions) empirical (observation of educational process; questioning; students' analysis of speech); experimental (conducting of the noteworthy and formative experiments); statistical (quantitative and qualitative processing of the results of the pedagogical experiment).

Discussion

Based on the analysis of this problem, it can be noted that the competence of the speech contains not only solidify knowledge of the norms of the literary language, which allows to correctly and accurately express thoughts, but also the ability to express clearly, differentiated, that is, to possess the tools of the literary language in full.

Speech competence is formed in the process of active speech activity (listening, reading, speaking, writing), therefore, we believe that speech competence can be defined as the ability to fluently speak and have certain speech skills, communicatively justified use of linguistic means in the process of implementing the main types of speech activity: hearing, reading, speaking, writing; fluent knowledge, skills and abilities at all levels.

Speech activity is realized in four types – listening, reading, speaking, writing, therefore we consider it expedient to consider listening, reading, speaking, and writing skills as criteria of speech competence.

Reading – «deciphering graphic signals and understanding their meanings» [2, p. 14]; «The form of speech communication of people through printed and handwritten texts, one of the forms of mediated communication» [1, p. 25]; the type of speech activity that implements written communication; reactive and receptive type of speech activity; In this type of feedback is carried out on the internal channels of mental decisions [3].

The reading process consists of two main stages: the stage of visual perception and the stage of interpretation of the reading. At the stage of visual perception important things are fixation of the eye, eye movement, field of view. At the stage of comprehension (interpretation) of the read is an understanding of the meaning of individual words, sentences, and text. In this regard, an understanding of subtext is important.

Reading can be analytic and amateur.

Analytical reading – reading, which, firstly, helps to understand the work as its author understood it; and secondly, to formulate the point of view on one or another problem. In the process of such reading, attention is paid to the details of the text, analysis and evaluation are carried out. Analytical reading is based on knowledge and experience.

Amateur reading – passive reading, that is, reading, when the reader passively reads the material and learns it passively.

An obligatory element of the professional activity of economists is analytical reading, since this method of reading studies both scientific literature and journalistic texts of complex subjects.

Consequently, the formation of analytical reading skills can be considered a criterion for speech competence.

In addition to these skills, fast reading skills are required. This method of reading is characterized by both high speed and high quality assimilation of the material.

Fast reading requires instant word recognition. Reading cannot be fast if the reader looks at the individual letters of the word, carefully reads all the words. Therefore, it is necessary for the students to develop the ability to read the word as a whole, instantly recognize it by these or other features, as well as the

ability to read the text with missed words. The ability to recognize the form of a word without analyzing all its elements (letters), to understand sentences without carefully examining all the words is one of the important features of a well-formed reading skill.

Thus, the criterion for fast reading and the criterion of speech competence can be considered as the formation of reading skills of the text with missed words and parts of words.

Analytical reading involves deep assimilation of the material and the frequent preservation of information for the purpose of repeated appeal to it. The effectiveness of this reading increases if the material is recorded on any media. Therefore, another criterion for the formation of reading skills, we consider the formation of skills for recording read information.

The most common ways of recording information are summarizing, that is, drawing up an abstract – a concise record of the contents of the read; compilation of the abstract – summary of the article or the book; compilation of the abstract – a brief presentation of the contents of the article or the book.

There are the following types of abstracts: abstract outline that contains all the factual information in summary form; abstract-summary containing only the main provisions of this topic. These types of abstracts consist of one source. In addition, one should distinguish the abstract-review, which is formed on the basis of some sources, and aims to consider and compare different points of view on this issue; abstract-report, in which, in addition to the analysis of the primary source, there is an objective assessment of the problem.

In order to determine the formation of skills for recording the information that was read, the skills of compiling the abstract outline were evaluated, since, in our opinion, this type of abstract, firstly, makes it possible to fully evaluate the skills of recording the information that is read, and, secondly, most often used in a professional the activities of economists.

Consequently, the knowledge of the compositional features of the abstract outline together with the understanding of the content of the submitted text, observance of the language norms characterizes the skills of recording the information read.

During the experiment, students' knowledge of analytical reading skills was checked; skills for reading text with missed words; skills for recording read information.

Hearing is the next type of speech activity. In methodological literature listening is called listening.

Hearing (or listening) – «is the perception of speech via acoustic signals and its understanding» [2, p. 14]; «Perception of speech by ear, transcription of acoustic signals into semantic intellectual code, understanding of perceived speech; one of the types of external speech, which is closely related to oral speech» [1, p. 23]; the type of speech activity that implements oral communication; reactive type of communication (carry out the

appropriate reactive process on the initial processes); receptive type of communication (the reception and subsequent processing of the speech message is carried out); feedback is carried out on the internal channels of mental decisions [3].

The hearing process consists of two main stages: the analysis of the sound signal and its «mechanical» processing; semantic interpretation, that is, understanding [2].

Depending on the setting of the hearing, you can distinguish the following types of listening: global perception – the perception of the whole speech; detailed perception – perception of individual blocks of speech; critical (uncritical) perception – the agreement or disagreement with those who speak [1].

Hearings in the professional activities of economists are in the lead. Hearing forms the ability to perceive by ear and understand from single listening the content of texts of different styles, types, genres of monolingual speech, as well as to perceive and understand the dialogic (polygonal) speech.

Depending on the number of participants in communication, the three ways of communication between the communicants are distinguished by three forms of speech – a monologue, a dialogue, a polygon.

Monologue speech is a special form of constructing oral or written speech, expanded statement of one person; the process of purposeful communication, the impact on people through language. Dialogue speech is a process of communication between two subjects by language; This is a process of changing the replicas and the constant change of roles. Polygraphic speech is a communicative interaction of more than two people; is a process of interconnected replicas of interlocutors, in which there is an exchange of thoughts on a topic, where each participant has its own point of view on the problem being discussed.

Hear information, as well as read, very often need to be recorded in order to be able to work with it further.

To capture heard information, an abstract is used.

An abstract of the information received is a written reproduction of a summary of the main content. The result of the annotation is a note – a record that allows you to recover the information you hear through any term.

Compilation of the abstract requires the following abilities: to orient in the general composition of the text; understand the logical system of presentation of the material; understand the development of individual thoughts; see and formulate basic ideas; distinguish primary and secondary information.

Taking into account all of the above, we consider the criteria for the formation of hearing skills of future economists as follows: the formation of listening skills for monolingual speech; the formation of listening skills in dialogical (polygonal) speech; the formation of skills for capturing the information received.

Speaking is the «sending of speech acoustic signals carrying information» [2, p. 13]; «Transfer of conceived thought into an audio form» [1, p. 25]; the type of speech activity that implements oral communication; the initial process of communication that stimulates listening and reading; a productive type of speech activity through which a person makes a speech communication; in this form, muscular feedback from the organ of the articulation device (articulation apparatus) to the brain area is performed [3].

Speaking requires the ability to create dialogical and monologue speech.

In the professional work of economists, we are primarily interested in public monologue speech and dialogical speech during business conversations.

The genres of public monologue speech are lectures, reports, speeches, announcements.

In the professional activity of economist most often used genres of public speech are: report, speech, message. The most difficult genres are the report and speech: they require careful preparation.

Report – a form of public speech, containing a statement of the issue with conclusions and proposals.

The report may be political (applies to political issues), business (concerning the production issues of a particular organization), scientific (applies to research).

Speech – public performance, dedicated to topical subject.

The speech may be agitational (the purpose is to explain something, to orientate in something), anniversary (dedicated to a certain date), a rally (dedicated to the topical socially significant subject).

During the report and speech it is necessary to outline the essence of the problem, to argue, to draw conclusions, to adhere to the logic of presentation of the material, to use speech techniques for the sake of expressiveness of speech, to observe linguistic norms. In the process of preparing the report, it is important to identify suggestions for solving the problem, and in the process of preparing a speech – to take into account students' awareness of a particular issue or specific problem (a report is always made before a prepared audience on this issue). All these features are the criteria by which we will determine the formation of the skills of speaking during the report, the formation of speaking skills.

In addition to speaking skills during a speech, an economist should be able to communicate in a business conversation.

Business conversation is the communication (exchange of views) between two or more persons in order to solve business problems, establish business relations through verbal and non-verbal means. According to the results of business conversations, official decisions are not always made, but the necessary foundation for obtaining information for reflection is created.

There are different types of business conversations. Conversations may be free (without special training), regulated (well thought out). Among the conversations there are a meeting between the supervisor and a potential employee, a conversation between supervisor with a staff member to solve a specific problem, a conversation with business partners on cooperation, a conversation with colleagues on the solution of production issues.

Business conversations form a significant part of the professional work of economists, therefore the criterion of the formation of speech competence is the formation of speaking skills during business conversations.

Consequently, the students' ability to speak at the time of the speech is checked; speaking skills during the report; speaking skills during a business conversation.

The fourth type of speech activity is writing.

Writing – «encryption of speech signals using graphic symbols» [2, p. 14]; «Speech in a graphic code intended for recording speech, having certain stylistic features» [1]; the type of speech activity characterizing written communication; is the initial process of communication (stimulates listening and reading); is a productive type of speech activity (carries out the issuance of a speech message); In this type of activity, muscular feedback from the organ of the executor (writing hand) to the brain area is performed [3].

The main form of writing in the professional work of economists is an official business document – information on the material carrier with the requisites that allows it to be identified. By their origin, official-business documents are divided into the following types: official – conducted by employees who are officially authorized persons on behalf of the institution, institution for the resolution of official issues, and personal (private) – are conducted by any person for the solution of individual, own questions.

Mandatory for writing official business documentation is the knowledge of requisites (state emblem, emblem, organization code, document code, organization name, name of document type, date, etc.). The presence of one or another requisite of a document is determined by the name of its type, purpose, content and subordination to the higher authority. The requisites are executed according to certain rules.

Knowledge of requisites of any type of official business documentation contains the presence of mandatory requisites; correct registration of requisites; logical consistency of requisites; logical sequence when registering each requisite.

Knowledge of linguistic norms when writing an official business document involves processing a document without spelling, punctuation, grammatical, lexical, stylistic errors.

In addition to the skills of compiling official business texts, a future economist must have skills in compiling articles of any type. This fact is due to the

diversity of production situations, the need to creatively solve problems.

The work is aimed at an independent, coherent presentation of thoughts and feelings.

The following types of works should be distinguished: narrative, description, reflection.

In the work-mediation talks about events that unfold in time sequence; in the description of the product signs of person are described, subject, phenomenon; in the work-mediation certain thoughts are expressed and their correctness is confirmed, the conclusions are drawn.

The works have their own peculiarities: independence (belonging to one, including the collective, the author); purposefulness (realizing a single goal, each part of the text is aimed at realizing the goal); integrity (unity of content and speech form).

We consider the criterion of the formation of writing skills to be writing works of any type.

Consequently, the formation of students' skills in the compilation of works of any type is checked as well as skills of writing official business documentation.

According to certain criteria, we compiled generalization tables of reading, listening, speaking, and student writing at the stage of the experiment.

Table 1

Hearing skills formation (recording experiment)

LEVELS	EG (98 ociб)		RG (96 ociб)	
	Quantity of people	%	Quantity of people	%
HIGH	4	4,1	4	4,2
SUFFICIENT	16	16,3	15	15,6
MIDDLE	54	55,1	48	50,0
LOW	24	24,5	29	30,2

The results of Table 1 indicate that the skills of future economists are not sufficiently developed. Most students in both the control and experimental groups have average listening skills, the second in number – low, the third – sufficient, the fourth – high.

Table 2

The formation of reading skills (recording experiment)

LEVELS	EG (98 ociб)		RG (96 ociб)	
	Quantity of people	%	Quantity of people	%
HIGH	4	4,1	4	4,2
SUFFICIENT	16	16,3	15	15,6
MIDDLE	54	55,1	48	50,0
LOW	24	24,5	29	30,2

The results of Table 2 indicate a lack of readability skills for future economists. In both the control and experimental groups, most students had an aver-

age level, the second in terms of the group – low, the third – sufficient, the fourth – high.

Table 3

Formation of speaking skills (recording experiment)

LEVELS	EG (98 ociб)		RG (96 ociб)	
	Quantity of people	%	Quantity of people	%
HIGH	4	4,1	5	5,2
SUFFICIENT	13	13,2	14	14,6
MIDDLE	58	59,2	47	49,0
LOW	23	23,5	30	31,2

The results of Table 3 indicate that in the control group and in the experimental group, the first group of students had an average level, the second in number – low level, the third – sufficient, the fourth – high.

Table 4

The formation of writing skills (recording experiment)

LEVELS	EG (98 ociб)		RG (96 ociб)	
	Quantity of people	%	Quantity of people	%
HIGH	2	2,0	6	6,2
SUFFICIENT	18	18,4	13	13,6
MIDDLE	55	56,1	52	54,2
LOW	23	23,5	25	26,0

According to the results of Table 4, it can be concluded that the majority of students in the control group as well as in the experimental group had an average level; second in number group – low; third – sufficient; fourth – high.

On the basis of tables (1-4) a generalization table for the formation of speech skills was compiled (5):

Table 5

The Formation of Speech Skills (recording experiment)

LEVELS	EG (98 ociб)		RG (96 ociб)	
	Quantity of people	%	Quantity of people	%
HIGH	4	4,1	5	5,2
SUFFICIENT	15	15,3	14	14,6
MIDDLE	55	56,1	45	46,9
LOW	24	24,5	32	33,3

The results of Table 5 indicate that the level of language skills in the control and experimental groups was approximately the same. Most of the students had an average level of language skills, the second in terms of the number of groups – low, the third – sufficient, the fourth – high.

The results of the observation experiment indicate that most students lack language skills and skills, and they experience some difficulties in the implementation of the main types of speech activity: listening, reading, speaking, writing.

During the formative experiment, we tried to organize systematic work on mastering an orderly set of normative speech means by students, which consisted in the application of the system of speech exercises, the active use of interactive teaching methods, the rational combination of methods, techniques and teaching methods.

The effectiveness of the speech training of future economists depends on the possession of language norms (language norm is any language phenomenon, which is perceived as a sample [4]: orthoepic, morphological, syntactic, and spelling; from the assimilation of the lexical wealth of language, in particular professional terminology; from the formation of skills and abilities in the implementation of the main types of speech activity: listening, reading, speaking, writing. Therefore, the work on the language training of future economists was carried out in parallel in three directions: mastering the norms of the ukrainian literary language; enrichment of the vocabulary, in particular from the sphere of the future profession; the formation of speech skills and abilities – listening, reading, speaking, writing.

The assimilation of the norms of the ukrainian literary language was accompanied by the whole process of generalization and systematization of educational linguistic material.

Compliance with orthoepic norms is to use orthoepic norms in the implementation of reading and speaking, the ability to notice orthoepic errors and correct them; morphological – the ability to correctly use parts of speech in the implementation of speaking and writing; syntactical – ability to build phrases and sentences, to correctly coordinate words in the implementation of speaking and writing; spelling – ability to write in accordance with the learned spelling and punctuation rules.

Therefore, we proposed such tasks, through which the students improved orthoepic, morphological, syntactic, spelling norms.

Also, students were offered tasks aimed at enriching their professional vocabulary, for the same purpose various business and role games were offered.

Another area of speech training is the formation of listening skills, reading, speaking, writing.

Hearing skills were formed through listening and analysis of texts, oral and written reproduction of messages. Texts for analysis and written reproductions were specially selected by the teacher and addressed the problems of our time and future profession.

The formation of reading skills was done using reading algorithms. According to O.Y. Goyhman, «algorithm of reading – a sequence of mental actions

in the perception of the basic fragments of the text» [2, p. 56]. The author distinguishes individual and differential algorithms, which represent a sequence of rules that allow you to organize and organize the reading process, making it more effective.

The blocks of the individual algorithm are as follows: the name of the source; author; source data: year of publication, publishing house, number of periodicals; date of publication, etc.; main content: theme, idea, problem; factual data: specific facts, proper names, dates, etc.; novelty of the material, its critical assessment; possibility of use in practice [2].

Thus, an individual algorithm protects the brain from unnecessary information and is aimed at making the reading process automatic.

The essence of the differential reading algorithm is the allocation of the main meaning of the text or its passage. Many words in the text do not have a semantic load, so it is very important to be able to distinguish basic information from the secondary one. The main information is contained in the keywords that bear the main semantic load. From the keywords you can make semantic ranks, which constitute the brief content of the paragraph. With the help of keywords and semantic rows you can determine the dominant text – the main value [2].

Thus, the blocks of the differential algorithm are as follows: the selection of keywords; compilation of semantic series; determination of dominants [2].

In order to master the method of reading with the help of algorithms texts that were selected by the teacher were proposed, which concerned either the future profession, or other social problems.

Also, the students were offered exercises that develop reading skills on a differential algorithm. Such exercises include exercises to search tautological phrases; phrases in which one of the words can be omitted; phrases in which one word can not be rejected; Exercises for searching keywords and compiling semantic series; exercises on the ability to formulate their own words, etc.

In-depth (analytical) reading is a profound assimilation of read information. In-depth reading efficiency increases if the material is fixed on paper. The main ways of fixing information can be as follows: annotation (compilation of the abstract – a concise record of the contents of the read), compilation of the annotation (summary characteristics of the article, the book in terms of its purpose, content, form and other features) and essay, abstract (summary of the content of the article (book), which includes the main factual information and conclusions that are necessary for its familiarization and determination of whether it is necessary to address it, consists of one source) [2].

In order to improve the skills of the read information, the teacher selected the texts (articles), after reading which the students made abstracts and annotations. The preparation of these methods for

fixing the read information was also done using the differential reading algorithm.

Formation of speaking skills occurred in the process of performing tasks related to the preparation of monologues and speeches in front of different audiences (for example, make a speech on «Unemployment as a problem» for different groups of listeners); as well as tasks related to participation in dialogue communication (to play a dialogue based on text; to formulate a dialogue on a model; to restore missing replicas of dialogue; to independently expand replicas of dialogue; to play a well-known dialogue; to make a dialogue with a set of proposed replicas; to establish a dialogue on a certain theme; play a ready dialogue based on text).

Improving speaking skills also took place in business and role-playing games.

Formation of writing skills took place in the process of writing official business documents, as well as texts of different styles, types and genres. Among the proposed tasks were the need to independently compose texts of different types (make a work of reflection on the topic «Without friendship life is inferior», «Personality worth», «Charity in the modern world», compose a work-description of the painting by P. Gogen «The garden under the snow», P. Sezann «Landscape», etc., make a work-narrative on «My most interesting journey», «The first acquaintance with the university», etc.) and the genres (make a comment on the picture of G. Caybott «Square of Europe», K. Pissaro «Landscape with large trees»; make a review of the popular science article or a book, make thesis statements, etc.).

In order to form a positive motivation for forming the language competence of future economists, a complex of communicative and situational tasks was developed.

Approaching the learning process to the needs of communication is possible only when the material is organized with the use of language tasks, functions. The organization of such tasks is impossible without regard to the situation of communication. In order to bring the learning conditions closer to the essential conditions of communication, one needs to introduce the student into the speech situation and teach him to navigate in it, that is, to clearly imagine the interlocutor, the conditions of speech and the task of communication. Communicative and situational tasks help to bring education to the essential conditions of communication. Creation of communicative and situational tasks should take place taking into account the student as the subject of educational process, that is, should provide such an important component of cognitive activity as the motivation of study. The formation of positive motivation for studying is facilitated by the formulation and solution of the communicative and situational tasks of the professional direction, which creates

conditions close to real professional activity, to real professional communication.

As we have noted above, among the methods of stimulating interest in learning and motivation of educational and cognitive activity, a lot of attention is paid to business and role-playing games.

Role and business games are called interactive methods. Interactive methods are methods that are used during communication and business (interactive) training. The basis of such training is the activation of cognitive activity of students through active communication: a student with a student; a student with a group of students; student with a teacher; teacher with a group representative; teacher with a group of students; teacher with the whole group. The essence of such training is that the educational process is organized on the basis of constant active interaction of all students in the group. It is called co-education, mutual learning (collective, group, learning in collaboration), where the student and teacher are equal, equally important subjects of learning, understanding what they are doing, reflecting on what they know, do and exercise. The teacher acts as the organizer of the training process, the consultant. The necessary conditions for interactive learning are a clear plan of action and specific tasks for its participants. The outcomes of learning are achieved through the mutual efforts of participants in the learning process, provided that the learning process is organized clearly.

The role of interactive learning methods to intensify and optimize the educational process is indicated by various authors. These methods help to facilitate the process of mastering the program material; to intensify educational activity of students; to develop skills of analysis of educational information, to create creative approach to the learning of educational material; to formulate own opinion, to express it correctly, to add new points of view, to argue and discuss it; model different situations and enrich social experience through engagement in different life situations; learn to listen to another person, respect alternative opinion, strive for dialogue; to establish constructive relations in a group, to determine a place in it, to avoid conflicts, to seek compromises; to find rational ways of solving problems, to form skills of project activity, work independently, perform creative works. In addition, according to scientists, the use of interactive methods of teaching can realize the idea of cooperation between those who teach and those who learn, teach them to interact constructively, helps to improve the psychological climate in classes, creates a friendly atmosphere, increases motivation to study.

Role and business games are didactic, that is, these games achieve a certain educational goal. The difference between them is that in the role-playing game, the participants play any plot of life around us or imaginary, and in the business game the participants

play the plot associated with their future professional activities.

Consequently, in the process of conducting a formative experiment, we organized systematic work on mastering students in an orderly set of normative speech means through a set of speech exercises, situational-communicative tasks, role-playing and business games.

Lets analyze the data of the formative experiment.

The results of Table 6 indicate that in the control group most of the students had an average level of listening skills; in the second place – listeners with a sufficient level of formation; on the third – students with low level of formation; on the fourth – listeners with a high level. In experimental groups, the majority are listeners with a sufficient level of formation; in the second place – with high; on the third – with the average; on the fourth – low.

According to the results of Table 7, it was found that during the formative experiment there were significant changes. In the experimental group in the first place the listeners with a sufficient level were in the

first place, on the second – with high, in the third – with the average, on the fourth – with low. In the control group, the majority remained on average, the second in number – in sufficient, the third – in the low, the fourth – in the high.

The results of Table 8 indicate that in the experimental group most of the students were at an adequate level, the same number of listeners – high and average, minority – at low. In the control group, the majority remained at the middle level, the same number – at sufficient and low, the minority – at high.

According to the results of Table 9, it was found that in the experimental group after the formative experiment, the majority of students had a sufficient level of writing skills, the second in terms of the number of listeners – high, the third – the average, the fourth – low. In the control groups, the majority of respondents – the average level, the second in number – sufficient, the third – low, the fourth – high.

The results of tables 6-9 after the conducted formative experiment allowed to compile a generalization table of the formation of speech skills (10):

Table 6

Hearing skills formation (formative experiment)

LEVELS	Recording experiment				Formative experiment			
	EG		RG		EG		RG	
	Quantity of people	%	Quantity of people	%	Quantity of people	%	Quantity of people	%
HIGH	4	4,1	4	4,2	26	26,5	10	10,4
SUFFICIENT	16	16,3	15	15,6	43	43,8	22	22,9
MIDDLE	54	55,1	48	50,0	23	23,4	44	45,8
LOW	24	24,5	29	30,2	6	6,1	20	20,9

Table 7

The formation of reading skills (formative experiment)

LEVELS	Recording experiment				Formative experiment			
	EG		RG		EG		RG	
	Quantity of people	%	Quantity of people	%	Quantity of people	%	Quantity of people	%
HIGH	1	4,1	5	5,2	29	29,6	10	10,4
SUFFICIENT	18	18,4	15	15,6	43	43,9	24	25,0
MIDDLE	55	56,1	48	50,0	21	21,4	42	43,8
LOW	21	21,4	28	29,2	5	5,1	20	20,8

Table 8

Formation of speaking skills (formative experiment)

LEVELS	Recording experiment				Formative experiment			
	EG		RG		EG		RG	
	Quantity of people	%	Quantity of people	%	Quantity of people	%	Quantity of people	%
HIGH	4	4,1	5	5,2	25	25,5	10	10,4
SUFFICIENT	13	13,2	14	14,6	42	42,9	22	22,9
MIDDLE	58	59,2	47	49,0	25	25,5	42	43,8
LOW	23	23,5	30	31,2	6	6,1	22	22,9

Table 9

The formation of writing skills (formative experiment)

LEVELS	Recording experiment				Formative experiment			
	EG		RG		EG		RG	
	Quantity of people	%	Quantity of people	%	Quantity of people	%	Quantity of people	%
HIGH	2	2,0	6	6,2	30	30,6	12	12,5
SUFFICIENT	18	18,4	13	13,6	40	40,8	22	22,9
MIDDLE	55	56,1	52	54,2	23	23,5	47	49,0
LOW	23	23,5	25	26,0	5	5,1	15	15,6

Table 10

The Formation of Speech Skills (Formative Experiment)

LEVELS	Recording experiment				Formative experiment			
	EG		RG		EG		RG	
	Quantity of people	%	Quantity of people	%	Quantity of people	%	Quantity of people	%
HIGH	4	4,1	5	5,2	24	24,5	9	9,4
SUFFICIENT	15	15,3	14	14,6	43	43,9	22	22,9
MIDDLE	55	56,1	45	46,9	24	24,5	41	42,7
LOW	24	24,5	32	33,3	7	7,1	24	25

As a result of the generalization table of the formation of speech skills, it was found that after the formation of the experiment there were changes in both the control and experimental groups. The most noticeable these shifts were in the experimental group. Most of the listeners of the experimental group had a sufficient level of language skills, a high and sufficient level – the same number of listeners, low level – a minority. In the control group, after the formative experiment, there have also been positive shifts, but they are not as significant as the experimental group.

Conclusions. Future economists should have fluent oral and written language in different life situations, use different types of speech activities competently, clearly and adequately express their thoughts, as this is a prerequisite for further success of an individual in higher education, professional activity or organization of informal communication with other people All this testifies to the urgency of the problem of forming the language culture of future economists and requires improvement of their language training. There are various ways and means of implementing speech training of students in classes on various subjects. But it is the process of learning language that offers great opportunities for language skills and abilities. Successful formation of speech competence depends on many factors, in particular from the teaching methodology, from the formation of a student's attitude to educational activity. Educational process in institutions of higher education should be subordinated to the development of communicative competence of students. There is a need to use the system of speech tasks at classes, and especially the communicative-speaking

tasks of professional orientation during the execution of which conditions close to real professional activity, real professional communication are created, interactive teaching methods, which make it possible to facilitate the process of mastering the program material; to intensify educational activity of students; to develop skills of analysis of educational information, creative approach to the learning of educational material; to formulate own opinion, to express it correctly, to add points of view, to argue and discuss it; model different situations and enrich social experience through engagement in different life situations; learn to listen to another person, respect alternative opinion, strive for dialogue; to establish constructive relations in a group, to determine the place in it, to avoid conflicts, to seek compromises; to find rational ways of solving problems, to form skills of project activity, independent work, perform creative works; contribute to the improvement of the psychological climate in the classes, create a friendly atmosphere, increase motivation to study. The results of the formative experiment indicate the effectiveness of the proposed method.

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