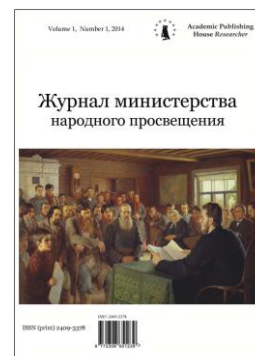


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Future French Language Teachers' Professional Competence in Dialogue Speech: characteristic of steps at the first year of studies

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Abstract

The article deals with future French language teachers' professional competence in dialogue speech at the first year of studies. Theoretical and empirical methods were used to characterize this process. Two steps of training are distinguished – receptive and reproductive. They are described within phases of teaching to speak (pre-speaking, whilespeaking, post-speaking). Receptive step aims to make students speak French and become aware of purpose of teacher's actions at every phase of teaching dialogue speech. Reproductive step aims to imitate teacher's actions by students at pre-speaking, whilespeaking, post-speaking phases of teaching dialogue speech. Future French language teachers' skills (speech and communicative) previewed to be developed at the first year of studies are described within pre-speaking, whilespeaking, post-speaking phases at every step. Levels previewed to be achieved in the end of every step are defined and their features are described.

Keywords: professional competence in dialogue speech, future French language teachers, the first year of studies.

Introduction

One of the most discussed problems of higher education is to find effective ways to improve the future foreign language teachers' professional skills. A matter of difficulty to solve this problem is a double nature of purpose of their professional training. Future teachers' professional training simultaneously aims at teaching them foreign language and pedagogical art. Future foreign language teachers' professional competence is not a new object of researches. But future French language teachers' professional competence in dialogue speech at the first year of studies was not analyzed in details in theory and practice of higher education. That's why our article deals with this problem. It aims to characterize skills previewed to be developed, levels to be achieved and methods to be used at every step of training future French language teachers' professional competence in dialogue speech at the first year of studies.

Methods

To achieve the aim set in the article such methods were selected: theoretical – analysis, systematization and synthesis of existing documents, researches to describe content and strategy of

the problem; empirical – observation of the process of training future French language teachers' professional competence in dialogue speech at the first year to analyze and summarize the positive experience of foreign language teachers in higher education.

Discussion

While we study particularities of training future French language teachers' professional competence in dialogue speech at the first year such factors are taken into consideration: 1) linguistic particularities of professional competence in dialogue speech; 2) future French language teachers' individual activity at the first year of studies; 3) mechanism of mental activity, stages of training foreign language skills and abilities; 4) aims of training future French language teachers' professional competence in dialogue speech at the first year of studies; 5) psycholinguistic features of dialogue speech; 6) linguistic and compositional features of different functional types of dialogues previewed to be studied at the first year; 7) future French language teachers' knowledge and skills previewed to be developed at the first year.

Following general principles of teaching foreign languages we base our research on such units of dialogue: a cue, a dialogical unit, a mini dialogue, a dialogue of a certain functional type [1].

In our research we are guided by such approaches of teaching to speak: deductive and inductive [2].

We present future French language teachers' professional competence in dialogue speech as a unit of speech and communicative skills that depict linguistic and methodological components of this competence.

As the result of analysis, systematization and generalization of scientific sources (P.Y. Halperin [3], J. Holovach [4], I.P. Zadorozhna [5], A.A. Leontyev [6], I.A. Palshkova [7], N.F. Talyzina [8], S.P. Shatilov [9], N.I. Zhynkyn [10] and others) we conclude on two stages of training future French language teachers' professional competence in dialogue speech at the first year. They are receptive and reproductive. Domineering nature of students' professional activity at each of them was put in names of these two stages.

Following O.B. Bihych [11] to ensure the unit of training future French language teachers' competence in dialogue speech and their professional training at the first year of training, we describe the stages of professional competence in dialogue speech at the first year (receptive, reproductive) within phases of teaching to speak (pre-speaking, whilespeaking, post-speaking [12]).

Receptive step aims to make students speak French [13]. It provides them with speech skills necessary to set contacts with interlocutors. This step also aims to make students aware of purpose of teacher's actions that is a background of communicative skills at pre-speaking, whilespeaking, post-speaking phases.

Receptivity that means perception of new professional knowledge, absence of any element of future French language teachers' reproductive or productive activity at this step makes its name.

Accumulation of empirical experience of professional activity, awareness by students of future professional activity at every phase of teaching to speak become possible due to heuristic conversations introduced in educational process on the base of general didactic principles: to convert students into active subjects of educational process; to create circumstances of intellectual development of every student.

Heuristic conversations at every phase of teaching to speak (pre-speaking, whilespeaking, post-speaking) of receptive step provide the development of future French language teachers' researching communicative skills including skill to analyze their own experience of mastering competence in dialogue speech. It aims to develop the professional component of competence in use.

Development of such speech skills make future French language teachers speak and as the result improve their competence in dialogue speech:

at pre-speaking phase

- perceptive-analytic skill: to mobilize personal experience connected with object of discussion;

at whilespeaking phase

- prognostic-projective skills: to understand oral speech produced by one or more speakers on live; to identify the object of discussion or its change when they listen to the interlocutor; to

correlate the plan of own speech with purpose, theme, situation of communication; to choose lexical and grammatical means according to the plan of expression; to correlate the idea, selected lexical and grammatical means with own communicative abilities;

- productive skills: to initiate the dialogue respecting basic etiquette and French speech rules within the studied topics; to transfer information clearly and accurately; to transfer information in details / briefly; to end the dialogue respecting basic etiquette and French speech rules within studied topics;

at post-speaking phase

- reflexive-corrective skill: to verify the adequacy of own cue to the previous one.

Training future French language teachers' professional competence in dialogue speech at receptive step covers 2.3 months of studying language and coincides with the topic «Personal identification».

Analysis, systematization and generalization of model program in French for universities and institutes (five years of studies) [14], work programs on teaching various aspects of French at the first year, speech material previewed to be studied at the first year provide such conclusions: training future French language teachers' professional competence in dialogue speech at receptive step previews to cover

- four functional types of dialogue: questioning, arrangement, exchange of experiences / ideas, etiquette;

- such sub-topics: «My family», «Seasons», «French class / lesson», «Classroom», «My flat», «My working day».

Taken in consideration the aim of receptive step where students' French communicative experience is minimum or absolutely absent, we intend to develop skills of prepared dialogue speech. It supposes the intensive use of natural and specially designed supports: verbal (text for reading, initiative teacher's cue), figurative (comics), audio (audiotext), supports created by students while they train professional competences in listening and / or monologue speech (questions, answers to questions, keywords, plan of the text etc.).

The use of audio supports at receptive step is reasonable only if future French language teachers possess certain communicative experience in French including experience in professional competences in listening and monologue speech.

At this step we suppose to develop intensively future French language teachers' skills necessary for etiquette dialogue. It aims to achieve effective results in private communication (to start or finish the dialogue respecting etiquette and French speech rules) as well as in professional communication (to congratulate, to excuse, to say good-bye and so on) because in real life etiquette dialogue is always an integrated part of dialogues of other functional types.

The development of skills necessary for etiquette dialogue at receptive step supposes to set a special aim of the class so it needs to do special exercises (to analyze and reproduce dialogues in the textbook, to complete dialogues, to play own dialogues following comics or describing a picture). Development of these skills can play the role of supplementary aim of the class. They can be developed while students learn speech materials or accumulate empiric professional experience when they observe teacher's professional activity in the class at all phases of teaching to speak.

At receptive step of training future French language teachers' professional competence in dialogue speech we suppose to use intensively different techniques to increase the students' motivation to master their speech and communicative skills, professional art on the whole.

Characterizing particularities of training future French language teachers' professional competence in dialogue speech we take in consideration laws of dialogue speech put by Y.V. Rozhdestvenskij [2]:

- law of time: endless dialogue kills informative value of speech and vice versa;

- law of audience: permanent increasing participants of dialogue kills informative value of speech and vice versa;

- law of audience's competence: audience's short knowledge about object of discussion kills informative value of speech and vice versa;

- law of reason: ignoring participants' interest in discussion kills informative value of speech and vice versa.

Analysis, systematization and generalization of researches connected to the problem of our article, model program in French for universities and institutes (five-year course of study) [14],

work programs on teaching various aspects of French at the first year, speech material previewed to be studied at the first year provide such conclusions: the receptive step aims to teach future French language teachers to reproduce dialogues learnt by heart and express own ideas in questioning dialogue, dialogue-exchange of experience / ideas of 5-7 cues, dialogue-arrangement of 4-5 cues, etiquette dialogue of 2-3 cues. Number of cues can increase if dialogues of different types integrate in one.

Taking in consideration psycholinguistic features of dialogue speech we accept the presence of pauses in students' speech in case if length of pauses doesn't interrupt the dialogue.

Such factors reflect effective results of training future French language teachers' professional competence in dialogue speech at the receptive step: students are motivated to master foreign language speech, professional skills, enrich and enlarge their knowledge about culture, traditions, history of nation whose language is being learnt; their competence in dialogue speech is equal to the level A.1–A.2.1; they understand the aim of teacher's actions at every phase of teaching dialogue speech.

Reproductive step of training future French language teachers' professional competence in dialogue speech at the first year of studies aims to develop communicative skills as a professional component of the competence in use. At this step their development expects imitation by students teachers' activity at all phases of teaching to speak.

At this step we suppose to develop a wide range of future French language teachers' speech skills necessary for mastering their competence in dialogue speech:

at pre-speaking phase:

- to improve skills developed at the previous step;

at whilespeaking phase:

- perceptive-analytic skill: to understand typical French gestures, intonation considered speech emotional marks;

- prognostic-projective skills: to ignore unknown elements of interlocutor's speech that are not important to understand its context; to understand implicit context; to enlarge the theme of discussion; to change the theme of discussion; to analyze, foresee, regulate interlocutor's reaction on own cues; to predict the theme and the aim of the dialogue on the base of initiative cue of the interlocutor; to predict the end of the cue on the base of its beginning and vice versa;

- productive skills: to design emotionally the dialogue using typical French gestures, intonation; to change the idea of dialogue if the interlocutor's cue doesn't correspond to a planned one; to awake interlocutor's interest in discussion; to use known means to express ideas instead of unknown ones;

at post-speaking phase:

- reflexive-corrective skill: to comment facts, events mentioned in the dialogue.

Reproductive step aims to develop such future French language teachers' communicative skills at the first year of studies:

at pre-speaking phase:

- projective skill: to analyze linguistic and psychological features of dialogue speech on the whole and features of different functional types of dialogues;

- organizational skills: to give instructions on the task, its correcting, controlling and grading; to explain in French grammar, phonetic, lexical rules; to explain and estimate the use of supports in teaching dialogue speech;

at whilespeaking phase:

- researching skill: to understand speech containing mistakes;

- organizational skill: to ask questions to clarify the question;

at post-speaking phase:

- motivating skill: to comment others' speech;

- corrective-controlling skills: to find mistakes in own dialogue speech; to find mistakes in others' dialogue speech; to estimate the adequacy of dialogue to the task.

We prefer to prevent mistakes to their correction. So we expect to develop projective and organizational skills at pre-speaking phase. But it doesn't exclude probability to develop these skills at post-speaking phase of teaching to speak.

Training future French language teachers' professional competence in dialogue speech at receptive step covers 7-8 months of studies.

One of the main characteristics of training future French language teachers' professional competence in dialogue speech at reproductive step is to develop skills of non prepared dialogue speech. So we suppose to reduce and in the end of the year completely eliminate specially designed supports, involve audio supports. It helps to create circumstances of real communication in the educational process.

In order to use efficiently time in the classroom at reproductive step we suppose to offer extraclass exercises to future French language teachers at all phases of teaching to speak that involve information technologies in the educational process.

At the reproductive step we suppose to increase the number of cues in students' dialogues. It becomes possible thanks to integration of dialogues of different functional types in one, widen a range of topics learnt by students, shortening of length and number of pauses in their speech.

Such factors reflect effective results of training future French language teachers' professional competence in dialogue speech at the reproductive step: students' competence in dialogue speech equal to the level B.1.1 ensures effective private communication within topics already learnt; students imitate in the correct way teacher's actions at every phase of teaching dialogue speech (pre-speaking, whilespeaking, post-speaking).

Conclusion

Detailed analysis of steps of training future French language teachers' professional competence in dialogue speech at the first year of studies allows to pass to the development of efficient methods and effective system of monitoring and evaluation of this competence that aims to improve students' professional training in universities.

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Профессиональная компетентность будущих учителей французского языка в диалогической речи: этапы формирования на первом курсе обучения

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Аннотация. Статья посвящена формированию у будущих учителей французского языка профессиональной компетентности в диалогической речи на первом курсе обучения. Для характеристики предмета анализа были использованы теоретические и эмпирические методы научного исследования. Выделено два этапа формирования у будущих учителей французского языка профессиональной компетентности в диалогической речи на первом курсе обучения: рецептивный и репродуктивный. Каждому из них дана характеристика в контексте этапов обучения говорению (pre-speaking, whilespeaking, post-speaking). Целью рецептивного этапа является запуск «речевого механизма» студентов, а также осознание ими цели профессиональных действий преподавателя на каждом этапе обучения диалогической речи (pre-speaking, whilespeaking, post-speaking). Репродуктивный этап предполагает имитацию студентами профессиональных действий преподавателя на каждом этапе обучения диалогической речи (pre-speaking, whilespeaking, post-speaking). Выделены умения (общие речевые и коммуникативные), предусмотренные для формирования на рецептивном и репродуктивном этапах. Обозначены уровни овладения будущими учителями французского языка профессиональной компетентностью в диалогической речи, предусмотренные для достижения в конце каждого этапа.

Ключевые слова: профессиональная компетентность в диалогической речи, будущие учителя французского языка, первый курс обучения.