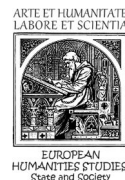


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Methods to train french student teachers' professional oral speech competence: results of experimental use

One of the main trends of contemporary development of higher education is the focus of all disciplines on students' future professional activity. It also concerns foreign language student teachers' professional training in high school. This is reflected in a number of European and national regulations. Analysis, systematization and generalization of scientific sources show that the most common means of a foreign language student teachers' professional training are psycho-pedagogical courses and pedagogical practice on the second and higher stages of studying in high school. Despite the effectiveness of such means, following issues remain unresolved: integration of language and psychological-pedagogical training of foreign language student teachers; the opportunity to engage students in professional practice on the first days of studying in high school. This explains the choice of object, subject and purpose of our research.

The object of our research is the process of French student teachers' training for the second year in high school.

The subject of research is training of French student teachers' professional competencies in monologue and dialogue speech for the second year in high school.

The purpose of research is to prove the efficiency of theoretically justified methods to train French student teachers' professional competencies in monologue and dialogue speech at the second year in high school.

Analysis, systematization, generalization of European and national regulations, scientific sources concerning students' professional training in high schools, student teachers' professional training, results of empirical researches devoted to the actual status of training French student teachers' professional oral speech competence at the beginning stage, the actual status of training their professional competencies in monologue and dialogue speech [5; 6; 9], show the contradiction between declared in regulations professional purpose of French student teachers' training and relatively low level of practical use of professional potential of language sciences for the second year in high school. It demands to renew the existing professional training system for the purpose of overcoming discrete-disciplinary approach to French student teachers' professional training at the second year of studying in high school.

The results of empirical researches made it possible to formulate the following hypothesis: French student teachers will achieve sufficient level of professional competencies in monologue and dialogue speech in the second year if methods to develop the system of knowledge, skills and abilities as components of these competencies are provided in educational process by executing the theoretically justified series of exercises.

Experimental use of theoretically justified methods of training French student teachers' professional competencies in monologue and dialogue speech for the second year were implemented during September 2014 – May 2015 in Kyiv National Linguistic University at Department of Romance Languages where students are trained in the field of 6.020303 Philology (Language and Literature (French)). It corresponds to subject, object and purpose of our research.

Experiment realized within our research is natural, parallel, vertical, horizontal [2; 3; 4, p. 27]. The experiment is natural as it is carried out in usual conditions of training French student teachers' that makes it possible to replay it many times. A parallel experiment supposes to create an experimental group influenced by a variable factor, and then compare the status of this group with the status of the control group that was not

suffered such effect. The vertical experiment aims to study the status of the same group before and after the influence of a variable factor. The horizontal experiment compares at the same phase of an experiment the status of several groups involved in the experiment.

During the experimental use of theoretically justified methods of training French student teachers' professional competencies in monologue and dialogue speech at the second year invariable factors are: 1) composition of experimental and control groups; 2) terms of experiment; 3) themes of communication, language and speech materials, educational texts; 4) objects, subjects, criteria, tools, types, principles of competencies' level assessment; 5) assessment expert.

During the experimental use of theoretically justified methods of training French student teachers' professional competencies in monologue and dialogue speech at the second year, the variable factor is quantity correlation of class and out-of-class activities. It makes possible to create two options for methods. The basis of the first and second options of methods is decreasing a number of French classes (classes of oral and written language practice, practical phonetics, grammar practice) in the curriculum at the second year. So our experiment supposes to test the effectiveness of methods where there is the difference between the quantity of out-of-class activities at pre-speaking, while-speaking phases of monologue and dialogue speech. So the curriculum of the first method option contains 50% of out-of-class activities, the second method option – 30%.

Two experimental groups (EG1, EG2) and one control group (CG) were created. The experiment use of methods of training French student teachers' professional competencies in monologue and dialogue speech at the second year involved 46 people in the first term (EG1 – 15 persons, EG2 – 15 persons, CG – 16 persons) and 45 people in the second term (EG1 – 14 persons, EG2 – 15 persons, CG – 16 persons).

Analysis and summarizing of scientific sources concerning experimental use of methods and technics make it possible to distinguish five phases of experiment:

- preparatory experiment supposes to formulate purposes, hypotheses, define an object, a subject of the experiment, fix its terms and edit necessary teaching (instruction) materials [7; 8; 10] corresponding modern approaches, principles, curriculum, assessment options and so on;
- ascertaining experiment aims to study French student teachers'

motivation in mastering their profession and define their pre-experimental level of professional competencies in monologue and dialogue speech; using nonparametric criteria check up the absence of significant differences between motivation and levels of participants; on the basis of results we distribute student groups in experimental and control ones;

- the forming experiment is the phase of experimental training by executing the series of exercises on the base of teaching materials edited during the preparatory experiment; it provides a focused training of French student teachers' professional competencies in monologue and dialogue speech;
- control experiment supposes to study post-experimental level of French student teachers' professional competencies in monologue and dialogue speech; analyze the changes of students' levels of competencies by comparing pre-experimental and post-experimental levels in each group, comparing post-experimental levels in all groups (experimental and control), comparing the results of post-experimental levels in CG, EG1 and EG2 where different options of methods were suggested; check the results with the help of nonparametric criteria; analyze and summarize the results of experimental use of methods of training French student teachers' professional competencies in monologue and dialogue speech at the second year.

In order to determine the quality of French student teachers' competencies level we used the "being-learnt index" suggested by V.P. Bespalko, [1, p. 52–69]. Its formula is $K = Q / N$, where K means being-learnt index, Q – a number of points collected by a student for a competence; N – maximum possible points for a competence (in our case = 100). According to the formula suggested by V.P. Bespalko sufficient level of competence is equal to or exceeds 0.7 ($K \geq 0.7$).

Results of ascertaining experiment prove French student teachers' positive motivation in mastering their future profession and reveal the experimental and control groups participants' low level of professional competencies in monologue and dialogue speech. It contributes to moving up our research to forming experiment.

Analysis, systematization and generalization of results of forming experiment reveal such difficulties in mastering French student teachers' professional competence in monologue speech: to identify and prevent language, speech, content and semantic difficulties that interfere French

monologue speech; identify and explain effectiveness of activities used for teaching monologue speech to pupils of different ages; define effectiveness of activities in the context of foreign language teaching aims; encourage pupils of different age to improve their knowledge, skills, abilities as components of competence in monologue speech.

Analysis, systematization and generalization of results of forming experiment revealed such difficulties in mastering French student teachers' professional competence in dialogue speech: to use technics of active listening; rephrase question, task, answer in order to stimulate further development of dialogue; assess their own competence in dialogue speech and competence of others taking into consideration factors of pupils' personal individuality;

Discovered during the forming experiment difficulties affecting the efficiency of mastering students' professional monologue and dialogue speech were used to perfect methods, teaching materials in order to eliminate them.

Results of control experiment calculated on being learnt index formula prove that all participants of two experimental groups achieved sufficient level of professional competencies in monologue and dialogue speech.

The average being-learnt indexes of professional competencies in monologue and dialogue speech in EG1 are higher than in EG2: monologue speech EG1 $K = 0.87$, EG2 $K = 0.78$; dialogue speech EG1 $K = 0.86$, EG2 $K = 0.77$.

Although average being-learnt indexes of CG students' professional competences in monologue speech ($K = 0.74$) and dialogue speech ($K = 0.73$) are sufficient, 4 persons (25%) in the monologue speech, 3 people in dialogue speech (18.75%) don't achieve sufficient being-learnt indexes.

The analysis of changes of French student teachers' professional competencies in monologue and dialogue speech level depicted in Table 1 shows the highest average being-learnt index growth in EG1 (professional competence in monologue speech $K = 0.2$, professional competence in dialogue speech = 0.21). The average being-learnt index growth in EG2 is: professional competence in monologue speech $K = 0.14$, professional competence in dialogue speech = 0.13. The average being-learnt index growth in CG is: professional competence in monologue speech $K = 0.06$, professional competence in dialogue speech = 0.07.

Validation of experimental results with the help of non-parametric statistics criteria such as Q Rosenbaum and U Mann-Whitney shows that in EG1 French student teachers' professional competencies in monologue

and dialogue speech level are really higher than in EG2 and CG. Thus, it proves the advantage of the first option of methods where there is 50% of out-of-class activities at pre-speaking, while-speaking phases of training professional monologue and dialogue speech.

Table 1
Pre-experimental and post-experimental levels of French student teachers professional competencies in monologue speech and dialogue speech

	<i>Monologue speech</i>			<i>Dialogue speech</i>		
	<i>Pre-experimental</i>	<i>Post-experimental</i>	<i>Growth</i>	<i>Pre-experimental</i>	<i>Post-experimental</i>	<i>Growth</i>
<i>EG1</i>	0.67	0.87	0.2	0.65	0.86	0.21
<i>EG2</i>	0.66	0.8	0.14	0.65	0.78	0.13
<i>CG</i>	0.68	0.74	0.06	0.66	0.73	0.07

The methods of training French student teachers' professional competencies in monologue and dialogue speech at the second year of studying used in this research were successfully used in the educational process of such high schools of Ukraine: Drohobych Ivan Franko State Pedagogical University, Izmail State University for Humanities, Rivne State University for Humanities, H.S. Skovoroda Kharkiv National Pedagogical University, Yuriy Fedkovych Chernivtsi National University.

Successful results of experimental use of methods to train French student teachers' professional competencies in monologue and dialogue speech at the second year confirmed the hypothesis of the research. It made possible integration of language and psychological-pedagogical training as well as the opportunity to engage students in professional practice on the first days of studying in high school.

Prospects of future researches in this field are to create electronic teaching materials to train French student teachers' professional competencies in monologue and dialogue speech and effective test system to assess students' level of these competencies.

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Abstracts

IELIZAWIETA JAKOWIENKO-GLUSZENKOWA. Fachowa kompetencja przyszłych nauczycieli języka francuskiego: wyniki eksperymentalnego nauczania. *Artykuł jest poświęcony analizie wyników eksperymentalnego nauczania przyszłych nauczycieli języka francuskiego fachowo orientowanej kompetencji w gwarze (monologu i dialogu) na II kursie. Są detalizowane warunki realizacji eksperymentalnego nauczania : cel, subiekt, obiekt, rządki, hipoteza, liczba uczestników, etapy eksperymentu. Jest dana charakterystyka wyników na podstawie analizy współczynnika wykształconej uczestników i dynamiki jego przemiany w perspektywie poziomej i pionowej. To pozwala wyciągnąć wnioski o przyroście współczynnika w każdej grupie, porównać przyrost w kontrolnych i eksperymentalnych grupach, do których były wprowadzono różne warianty metodyki. Są sformułowane wyprowadzenia względem efektywności eksperymentalnej metodyki. Są zaproponowane perspektywy późniejszych naukowych poszukiwań.*

Kluczowe słowa: przyszli nauczyciele, język francuski, fachowa kompetencja, monolog, dialogiczna mowa, eksperymentalne nauczanie.

ЄЛИЗАВЕТА ЯКОВЕНКО-ГЛУШЕНКОВА. Професійно орієнтована компетентність у говорінні майбутніх учителів французької мови: результати експериментального навчання. *Стаття присвячена аналізу результатів експериментального навчання майбутніх учителів французької мови професійно орієнтованої компетентності в говорінні (монологічному та діалогічному мовленні) на II курсі. Деталізовано умови реалізації експериментального навчання. Охарактеризовано результати шляхом аналізу коефіцієнту навченості учасників експерименту та динаміки його зміни по горизонталі та вертикалі. Сформульовано висновки щодо ефективності експериментальної методики. Окреслено перспективи подальших наукових розвідок.*

Ключові слова: майбутні вчителі, французька мова, професійно орієнтована компетентність, монологічне мовлення, діалогічне мовлення, експериментальне навчання.

ЕЛИЗАВЕТА ЯКОВЕНКО-ГЛУШЕНКОВА. Профессиональная компетентность будущих учителей французского языка: результаты экспериментального обучения. *Статья посвящена анализу результатов экспериментального обучения буду-*

щих учителей французского языка профессионально ориентированной компетентности в говорении (монологической и диалогической речи) на II курсе. Детализованы условия реализации экспериментального обучения. Дана характеристика результатам путем анализа коэффициента обученности испытуемых и динамики его изменения по горизонтали и вертикали. Сформулированы выводы относительно эффективности экспериментальной методики. Обозначены перспективы дальнейших научных поисков.

Ключевые слова: будущие учителя, французский язык, профессиональная компетентность, монологическая речь, диалогическая речь, экспериментальное обучение.

YELIZAVETA YAKOVENKO-GLUSHENKOVA. Methods to train french student teachers' professional oral speech competence: results of experimental use. Article deals with experimental use of methods to train French student teachers' professional oral speech competence (competencies in monologue and dialogue speech) during the second year of studying. Conditions of the experimental use of methods are characterized: purpose, subject, object, terms, hypothesis, quantity of participants, phases of experiment and options of methods. The results are described on the base of being learnt-index changes horizontally and vertically. It makes possible to compare the participants' level of competencies in different groups at the same phase of experiment and their levels in the beginning and at the end of the experiment. Conclusions on the effectiveness of methods are made. Prospects of future researches in this field are mentioned.

Key words: French student teachers', professional competence, monologue speech, dialogue speech, experimental use.