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ENHANCING ORAL COMMUNICATION SKILLS IN ENGLISH

ПОКРАЩЕННЯ НАВИЧОК УСНОГО СПІЛКУВАННЯ АНГЛІЙСЬКОЮ МОВОЮ

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In the context of globalization and increasing international mobility, proficiency in English has become an essential prerequisite for effective participation in academic, professional, and social domains. Nevertheless, mastery of grammatical structures and lexical knowledge alone does not necessarily result in communicative competence. Consequently, spoken English occupies a central position in language education, as it enables learners to engage successfully in real-life communicative situations ranging from everyday interactions to professional communication.

Language input for the development of oral skills may be obtained from a wide range of sources. Reading texts accompanied by comprehension tasks frequently stimulate subsequent spoken production and encourage creative language use. When appropriately selected and systematically prepared, visual materials such as picture sequences, graphs, charts, and diagrams provide learners with meaningful contexts for communicative interaction [2, p. 12]. In addition, the use of non-verbal video materials can contribute significantly to the development of oral proficiency. During viewing activities, learners are encouraged to describe visual content and reproduce the body language of the characters, thereby integrating verbal and non-verbal modes of communication. Such practices facilitate the development of natural communicative behaviour and enhance learners' ability to participate in both brief and extended spoken exchanges.

Task-oriented, speech-promoting activities play a crucial role in fostering communicative competence by providing learners with a clear communicative purpose. A number of instructional activities have proven particularly effective in eliciting spoken interaction. For instance, educational television programmes, such as those produced by Discovery Channel, may be adapted to the proficiency level of specific learner groups

and used either as input for interaction or as a stimulus for productive oral tasks. Audio-recorded dialogues or short spoken passages may serve as models for role-play activities following listening comprehension. Furthermore, jigsaw listening tasks can be implemented by dividing a recorded text into several segments, assigning each segment to different learner groups, and engaging students in information-gap activities supported by comprehension worksheets.

Learner motivation can be enhanced through the integration of informative and content-rich materials into classroom instruction. Exposure to authentic spoken discourse featuring a variety of accents, intonation patterns, and speech rhythms increases learners' interest and awareness of real-world language use. While listening, students are guided to observe strategies employed by speakers to initiate, sustain, and conclude conversational exchanges. Subsequent role-play and dialogue practice contribute to the development of interactional competence and the refinement of oral communication skills [1, p. 67].

Despite their importance, discussion skills remain insufficiently developed in many ESP classrooms. This deficiency may be attributed to factors such as limited instructional time, learners' varying levels of language proficiency, and large class sizes. Under such constraints, structured communicative tasks, including guided discussions, dialogues, and role-playing activities, can offer learners opportunities to use the target language with greater confidence. For discussions to be effective, learners must perceive a genuine purpose for participation, as personal involvement is a key determinant of successful oral interaction.

Prior to engaging in discussion activities, learners should be provided with adequate content input. Vocabulary brainstorming activities may function as an effective preparatory stage. Students can be assigned specific roles and guided through predetermined phases of discussion to ensure balanced participation. The use of language prompts and conversation starters, such as expressions for stating opinions, making suggestions, or presenting relevant information – facilitates realistic communication. This guided approach enhances learners' sense of security and helps prevent communication breakdowns [3, p. 403]. Moreover, involving learners in the selection of discussion topics, as well as in peer observation and evaluation, promotes learner autonomy and reflective practice.

In designing instructional activities, it is essential to consider language skills as interdependent rather than isolated components. In authentic communicative contexts, multiple macro-skills are employed simultaneously, and classroom tasks should reflect this reality. Effective interactive activities therefore engage learners in using English for a range

of communicative purposes relevant to real-world, academic, and professional environments.

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ENGLISH PROVERBS OF NAUTICAL ORIGIN

АНГЛІЙСЬКІ ПРИСЛІВ'Я МОРСЬКОГО ПОХОДЖЕННЯ

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Proverb is defined as the wisdom of the people, concentrated in a metaphoric saying in contemporary English lexicography. Compare: 'a brief familiar maxim of folk wisdom, usually compressed in form' [3, p. 804]; 'a short, well-known, supposedly wise saying' [2, p. 1058]. Proverbs root back to professional crafts and/or everyday routine situations. Here we shall investigate the proverbs originated in the nautical domain. Proverbs are usually of metaphoric origin, but during our research we singled out several groups that can be united by common creatria.

The first group of proverbs embrace the names of the *objects on board*. These names are the specific nautical terms that were originally used as nautical slang but later historically they entered the common English language in metaphoric sayings. The majority of native English speakers