

TRADITIONAL APPROACHES AND MODERN TECHNOLOGIES IN FORMING THE FOREIGN LANGUAGE SPEECH COMPETENCE OF APPLICANTS FOR VOCAL SPECIALIZATIONS: MULTILINGUAL DIMENSION

Nadiia Morhunova, Natalia Afanasieva, Alina Borysova, Lesia Klevaka, Halyna Sokolova

ABSTRACT

The formation of foreign language speech competence of applicants for vocal specializations is an important task of art higher education in Ukraine, especially in the context of rapid globalisation. In particular, the need to master Ukrainian as the language of the educational process, Italian as the basic language for professional activity, and English – with a projection on international interaction is fully justified. Using the example of three languages, the specifics of pedagogical work on the development of speech skills with an emphasis on the communicative component are comprehensively presented. The importance of taking into account the individual, personal, ethnopsychological and professional characteristics of the outlined student audience is emphasized. Among traditional and modern approaches, the most optimal methodological strategies are recognized as: a combination of productive and reproductive types of speech activity within the framework of one lesson; changing the function of the teacher; justified value-semantic and professionally-oriented motivation; cross-cultural interaction; a variety of types of educational and extracurricular activities; multimodality; research and cognitive activity. The use of the latest information technologies, etc.

KEYWORDS

Foreign language, speech competence, vocal and stage skills, ethnopsychological features, cultural context, extracurricular work, research and cognitive activity, information technologies.

5.1 IMPROVING THE ORAL SKILLS OF CHINESE APPLICANTS FOR VOCAL SPECIALIZATIONS: THE MOST APPROPRIATE PEDAGOGICAL STRATEGIES AT THE BASIC AND BOUNDARY LEVELS OF UKRAINIAN LANGUAGE PROFICIENCY

Speech competence as the ability to use language tools to meet the needs of the speaker adequately to a specific situation is recognized as one of the basic characteristics of the individual. The requirements for its level differ significantly, depending on the tasks that the native speaker sets for him/herself. And since Ukrainian higher education institutions have quite rightly been one of the leading European educational and scientific centers for a long time, the Ukrainian language has become a necessary means of learning for a significant number of foreign applicants. According to the standard of the Ukrainian language as a Foreign language, obtaining higher education in Ukraine assumes that foreign speakers have an average (basic) level of proficiency in Ukrainian as a foreign language with a fairly complete acquaintance with the structure of the language, understanding of systemic connections and the ability to thematically broad, sufficiently fast

communication in various communicative situations. Oral speech as a productive type of speech activity is a kind of quintessence of language mastery, the ability to use its main function – to communicate, therefore it requires special teaching attention throughout the entire period of language training.

Oral speech skills, which are a combination of speaking and listening skills, are formed at the initial and basic levels of language acquisition and are aimed at the further development of speech skills [1]. The basis of the speaking skill is the reproductive skills of choosing the morphological and syntactic design of a unit of oral speech (grammatical skills), selecting, combining and implementing a lexical unit in oral speech (lexical skills), articulation and intonation (pronunciation skills). Receptive listening skills are based on the ability to recognize grammatical units and predict syntactic constructions (grammatical skills), to recognize the sound image of lexical units and understand them (lexical skills), to perceive and distinguish sounds, sound associations and intonations (auditory skills). The gradual formation of the outlined skills is undeniable, it seems productive to distinguish three consecutive periods: indicative-preparatory, stereotypical-situational and variational-situational. The mentioned stages of the formation of speech skills are correlated with the study of Ukrainian as a foreign language at the appropriate levels.

At the initial and basic levels of mastering Ukrainian by native speakers of other languages, listening skills are traditionally formed through tasks on auditory perception (phonemic and intonation hearing), exercises on lexical and grammatical skills, while the ability to speak is developed through exercises on consolidating pronunciation (articulation and intonation), lexical and grammatical skills. The expected and actual effectiveness of the chosen pedagogical strategy for the formation of communicative competence at the initial stage of learning Ukrainian as a foreign language may or may not coincide, which is determined by various factors, in particular the ethnopsychological characteristics of the applicants, because the ability to participate in a communicative act is directly related to the cognitive, emotional and psychomotor aspects of the personality.

To determine the features of pedagogical interaction between the teacher and the student, it seems appropriate to outline the features of the national character of the Chinese, in particular: restraint, discipline, purposefulness, closedness, respect for those older in age or position, collectivism, a clear distribution of roles in the group, diligence, patience, endurance, perseverance, adaptability, and others [2]. In different educational situations and stages of language learning, most of these features can be considered either as an advantage or as an obstacle to achieving the communicative goal.

In particular, such features as a tendency to collectivism, close interaction with students in the group, the predominance of introverted orientations over extroverted ones, adaptability during group work, and the performance of paired tasks can contribute to the achievement of the educational goal. The closedness and self-demandingness of Chinese students should be taken into account when checking and correcting completed tasks. Using his/her pedagogical authority correctly, the teacher should carefully lead students to self-correction or tactfully point out their linguistic mistakes, avoiding the principle of personalization, as if summing up the general achievements and shortcomings of the group until the pronunciation is correct. Shifting responsibility for the mistake to the entire team will allow you to avoid directness in relationships that is unacceptable to the Chinese and will help the foreign speaker who made a large number of mistakes during speaking not to "lose face". Therefore, the process of establishing contacts with speakers of the

analytical language should be formalized, similar to how Chinese words are connected to each other through the formal structure of the sentence and service words [3]. It is worth noting that collective activity is a familiar format of work for Chinese applicants and reduces the psychological burden on an individual communicator. At the same time, these features can directly or indirectly slow down the formation of speaking skills, which involves an active communicative position during a conversation or discussion. In such a situation, the task of the teacher as a coordinator of educational activities is to help low-initiative speakers from China expand the zone of comfortable interaction. According to the "elastic band theory", a gradual increase in the requirements for an introverted student, which is proportional to the increase in his/her capabilities (reduction in the number of students in the group, the advantage of pre-prepared speeches over improvised ones) will contribute to the development of communicative skills in a familiar and comfortable environment for foreign students during the study of the Ukrainian language.

One of the important reasons for the reluctance of Chinese to speak in Ukrainian classes is their previous experience of a rational-logical style of work when learning a foreign language [4]. This is due to the Chinese system of secondary education, in which the main task of the student is to memorize a large amount of material and reproduce it, but it does not provide for its analysis or expression of one's own attitude to it. A large number of students in the classroom, daily control tests, in which the student uses mostly logic, do not provide opportunities for the development of individual creative characteristics [2]. Therefore, agreeing with the opinion of N. Morgunova [5], we believe that to overcome the psychological barrier to communication at the initial stage, the teacher can use the method of memorizing language clichés, combining it with reliance on visual perception of the material. In this way, minimizing the stress from a new, unusual for Chinese educational activity, the teacher helps the students gradually build self-confidence, stimulating them to further communicative activity. It is no less important to take care of the possibility of restoring the energy, spent by students with low communicative ability, after exercises to develop oral skills. Here, tasks for practicing other types of speech activity will come in handy.

To develop oral skills, in particular mastering the phonetic features of the Ukrainian language, it is traditionally important to take into account at the initial level that Ukrainian and Chinese are typologically different [5]. The phonetic system of Putonghua (Chinese literary language) is specific, where four variations of syllable intonation are distinguished, which are called tones (high even, rising, falling-rising and sharply falling). They are almost not subject to sound modifications and coincide with morphemes, which is not typical for Slavic languages [5]. Being similar to words, they have stress and specific graphic images and, depending on the tone, can change their meaning. So, in normative Putonghua, there are about 300 syllables, while in Ukrainian, there is an unlimited number of variations of sound combinations. Due to the absence of the sounds [b], [v], [g], [d] in the Chinese language, there is no distinction between consonants in terms of voicelessness/voicedness, so the Chinese do not hear the difference between the sounds [b] – [p], [g] – [k], [d] – [t]. Also, consonant phonemes are not differentiated by hardness/softness, which leads to the fact that the Chinese make mistakes when pronouncing hard and soft consonants. There are no trembling [r] – [r'] in Putonghua. The outlined differences require systematic work on receptive auditory and reproductive pronunciation skills, an example of which is the gradual practice of the articulation of the sound [r]. The primary task of a language teacher in the Chinese circle of applicants is to prevent

language interference. First of all, it is important to choose the most effective way to develop the ability of listeners to distinguish Ukrainian phonemes, because auditory perception is an important prerequisite for the formation of correct sound pronunciation. The next stage should be the improvement of breathing skills and articulatory motor skills (fricative [p] with a wide raised tongue with subsequent vibration), necessary for the correct reproduction of the final trembling [p] in isolation and in coherent speech. The use of an analytical-imitative approach, which involves combining imitation (implicit learning) with analysis (explicit learning), description of articulation and explanation of pronunciation features, appears to be productive both at the initial level of mastering Ukrainian as a foreign language, and at the subsequent – basic and boundary – to eliminate errors [1].

Orthoepic work with Chinese students who are pursuing higher education in vocal specialization is important not only for developing oral Ukrainian-language communication skills and forming speech competence, but also a necessary condition for professional training. The inclusion of Ukrainian folk songs and works by Ukrainian composers in the repertoire of an opera or pop singer is provided for by the concept of artistic musical education and arouses keen interest among foreign applicants. The performance of Ukrainian-language compositions involves taking into account the peculiarities of singing orthoepic, which is interpreted as a set of pronunciation rules during vocal performance. A vocal work, written in the phonetic system of a particular language, naturally includes the following elements: phonemic composition, intonation design and general principles of its functioning. That is why the formation of phonetic skills occurs in parallel with the development of phonetic hearing (as the ability to correctly perceive sounds and their non-distinctive qualities), phonemic hearing (as the ability to correctly perceive the distinctive qualities of phonemes, i.e. to automatically and subconsciously identify and differentiate phonemes in speech on the basis of auditory-pronunciation patterns-invariants in long-term memory), intonational hearing (as the ability to distinguish communicative types of utterances on the basis of distinguishing intonation patterns) and intonation (as the ability to correctly perceive the intonational structure of a phrase, identify and differentiate the melodic, rhythmic, accentual and temporal contours of a phrase by correlating them with auditory-pronunciation patterns-invariants) [1]. Improving phonetic skills involves close interaction between teachers of the Ukrainian language and vocal disciplines. During their mastery, applicants perform tasks on the content and phonation analysis of the text of the singing repertoire, multiple listening to sample audio recordings with subsequent mental reproduction, the use of special speech and phonation training, singing and vocalizations to master the skills of vocal intonation of the studied vowels and syllables [6].

The diligence, purposefulness, hard work and patience of the Chinese in achieving the educational goal and their awareness of the high level of professional competition in China should be taken into account when choosing a pedagogical strategy when teaching a language at the boundary level. In addition, according to the "theory of free qualities", we receive some personality traits either at birth or during cultural development, but at the same time, if necessary, we can act contrary to the true "Me" for the sake of "leading personal projects" [3]. Therefore, in a situation where the end justifies the means and efforts, introverts are able to act like extroverts, so an important task of the teacher when working with Chinese students is to properly motivate them and maintain a high level of educational competition during the lesson, in particular by involving students with a higher level of Ukrainian language proficiency, representatives of other nations, etc.

Role-playing will also help to increase motivation for developing oral communication skills, as it allows all group members to be involved in the interaction, fills the lesson with creative and emotional content, and also contributes to the development of professional, intellectual and behavioral skills in a short period of time [3]. Students can acquire so-called new, foreign identities (name, place of residence in the country whose language is being studied, a new profession, etc.) and work on solving the assigned task. Focusing on performing a certain role will contribute to the spontaneity of communication. The fact that during the correction work the teacher will push away from the assigned roles can mitigate the negative reaction of the applicant, who will perceive criticism more calmly, and therefore will not lose motivation for further foreign language communication.

To improve speaking skills at the boundary level, in particular, the development of dialogic and monologue speech skills, it seems productive to select exercises for mastering replication, dialogic unity, different types of dialogues and monologues, and combining sentences into a supraphrasal unity. Since at the specified level of language mastery, the applicant must independently produce coherent statements on the proposed topic in accordance with the communicative situation (initiate and conduct a dialogue, express his/her own attitude to facts or events, build monologue statements of a reproductive type based on a listened or read text of different communicative orientation), the systematic nature of practical work during classes should be more closely linked to the extracurricular Ukrainian-language work of foreign applicants. For example, they should be more actively involved in discussing educational and professionally-oriented issues, encouraged to participate in meetings of the conversation club and round tables.

During distance learning of foreign students, which is due to security issues of staying in Ukraine, the intensity of communication of foreign speakers in Ukrainian outside the educational process decreases, which significantly slows down the learning of the language [7]. Regular meetings of the conversation club, on the one hand, can partially compensate for the lack of extracurricular communication in Ukrainian, and on the other hand, provide students with the opportunity to communicate in optimal conditions for them. However, the comfort of such participation is not always obvious to an applicant who does not have such experience, therefore information about the time and duration of the meeting, the conditions of interaction, the topic of the events should be available in advance and such information should be provided on an ongoing basis. It is important that the student is informed that participation in the conversation club is voluntary and does not involve assessment. At the same time, the possibility of receiving additional points in the Ukrainian language, if this does not contradict the assessment system of the educational institution, can become an additional incentive for student activity. It should also be noted that you can join the meetings on any topic, and participation can be both permanent and periodic. It is important that applicants have a choice of roles: listener, discussion participant, speaker, and even moderator of the event. For Chinese foreign speakers who do not often show communicative initiative, the option of discussing the topic with the participation of a teacher-observer and moderating the meeting by a foreign student is more comfortable. The topics of the meetings are quite diverse. At the basic level of mastering the Ukrainian language, the object of discussion can be a season, a traditional holiday, a healthy lifestyle, the role of sports, the history of one photo. The topic can relate to the culture and traditions of China, which will potentially arouse lively interest and motivate the Chinese to join the club. At the boundary level, communication should be linked to

Ukrainian musical culture (famous musicians, contemporary artists, musical projects, styles in music, etc.). It is equally important that within the proposed (or chosen by the applicants themselves) topic, there is an opportunity to present one's own view of the object, using a self-selected form of information presentation. The format of a conversation club provides an opportunity to demonstrate and develop both monological skills (to express oneself coherently based on a combination of sources used or the application of previous experience, to communicate one's own opinion and attitude to the subject of speech), and dialogical skills (to start a conversation, react to the interlocutor's remarks, maintain a conversation, formulate one's own point of view, argue for it, predict the probability of events and consequences, conduct a discussion, etc.). Such meetings are attended by students of different educational levels, with different levels of language proficiency (future PhDs often have experience in teaching in their specialty and do not object to the role of moderator), this helps in the implementation of the educational goal, which provides, on the one hand, the opportunity to learn from a more experienced and confident speaker, and on the other hand, to test one's level of language proficiency, to overcome doubts about Ukrainian-language communication. The informal nature of such communication contributes to its expressiveness, that is, emotional coloring, taking into account the natural restraint and reclusiveness of the Chinese, such an opportunity to express emotional reactions is desirable and communicatively natural. Participation in a conversation club meeting, even as a listener, helps to increase the level of motivation for further mastering the Ukrainian language.

Discipline, diligence, hard work and systematic thinking of Chinese students contribute to the independent improvement of oral communication skills in Ukrainian. During independent work, it will be advisable to perform training exercises to imitate a native speaker, to model dialogical speech with an imaginary interlocutor, to carefully practice the pronunciation of sounds using audio recordings, etc. Modern educational resources available through information technologies also serve to maintain interest in independent work on studying the Ukrainian language. They provide an opportunity for a foreign speaker (independently and/or taking into account the teacher's recommendations) to determine a convenient format for learning the material, adjust the intensity of mastering a certain topic/development of a language skill, check existing knowledge, choose tasks in accordance with the acquired level of language proficiency and taking into account their own preferences, goals and approach to obtaining education. Such resources include: educational platforms ("E-Mova", Duolingo, Speak Ukrainian), educational projects ("Language – DNA of Nation", "United", "Step to Ukraine", "Teach in Ukrainian"), online courses with educational materials, practical tasks, tests, discussions ("MovTy", "Ukrainian in 27 lessons", "Ukrainian language" (educational project Education Era), video lessons "Life hack in Ukrainian" (project of the TV channel "Suspilne. News"), video lessons Studia Tutoria, "Olexandr Avramenko's Express Lessons" (project of the TV channel "1+1"), mobile applications ("Let's Learn and Play", "Just Learn Ukrainian", "Learn Ukrainian Language"), AI technologies (one of the newest features of ChatGPT is the ability to make voice requests and answers in Ukrainian).

Creating a virtual language learning environment is one of the most relevant and promising pedagogical strategies in the methodology of teaching foreign languages, in particular Ukrainian. It allows you to effectively combine traditional approaches with innovative technologies, which significantly increases the effectiveness of language acquisition and creates conditions for constant speech practice. Among the main advantages are: interactivity, accessibility, individualization, motivation, communication, multimedia

and cross-cultural interaction. Individualization consists of a wide adaptive and variable component. Accessibility is about the absence of borders and conditions for obtaining access, which is achieved thanks to information technologies. The organization of a powerful support service in the form of chat bots or online assistants will provide students with real-time assistance, and personalized messages, motivational quotes, recommendations and consultations will help maintain interest throughout the entire period of study. Cross-cultural communication is a broad interpersonal interaction in a special cultural and social context, when one participant reveals the difference of another, which enables a deeper understanding of another language and its adequate use, in accordance with situational tasks. And, of course, the direct function of the language environment as a communicative platform for the practical use of language in real-time conditions. We are convinced that technologies and adaptive methods, such as a virtual language learning environment, will be able to make the educational process not only effective, but also exciting.

Thus, improving the oral skills of foreign applicants for vocal specializations has its own specifics and involves taking into account their ethnopsychological characteristics. Given the traditionalism, formalism, and rational-logical perception of the linguistic picture of the world by the Chinese, as well as their diligence, discipline, and ability to process large amounts of information, we believe that the main features of the process of forming Ukrainian-language competence in foreign students are a communicative approach based on productive and reproductive types of speech activity, successfully combined within the lesson; a change in the teacher's function; justified motivation; the "elastic band" strategy; involvement in situational communication during classes and outside the classroom; a variety of types of educational activities (group and pair work, role-playing games, project and problem tasks with the possibility of prepared statements).

5.2 FEATURES OF THE FORMATION OF SPEECH COMPETENCE IN THE ITALIAN LANGUAGE OF APPLICANTS FOR THE "ACADEMIC SINGING" SPECIALIZATION

The formation of speech competence of applicants for vocal specializations is an important component of their professional training. A special role in this process is played by the mastery of the Italian language, which is basic for academic singing, because Italy is considered the cradle of musical opera and most of the masterpieces of the world repertoire, performed by singers, are written in Italian. Considering the study of the Italian language by students of such specialties, it is worth noting that it involves focusing on other speech competences than in the process of mastering this language by students of other specialties. The leading goal is not so much the mastery of general language knowledge as the formation of microlinguistic competence, which encompasses specific speech and language skills necessary for the professional performance of vocal works. For singers, Italian is not only a means of communication, it is an important tool for achieving professional mastery. Knowledge of the language allows for a deeper understanding of the content of the texts, contributes to the expansion of understanding of historical and musical contexts, immerses in the style of performance characteristic of the Italian vocal tradition, and, therefore, transmits to the listeners the idea of a musical work, conveys the composer's intention, preserves the authenticity of the artistic interpretation of the text, emotions and feelings of the interpreted character.

The Italian language in the context of opera has unique phonetic, semantic and syntactic features. It differs significantly from modern literary Italian, as it is characterized by a significant influence of poetic language and is part of the concept of a hypercode or hyperlanguage, full of formulas and stylistic techniques. The libretto of Italian opera acquires certain characteristic linguistic features, such as archaism, solemnity and anti-realism [8]. Libretto texts are distinguished by a significant presence of specific words, including archaisms, dialectisms, abbreviations, are characterized by a significant number of inversions and various grammatical forms inherent in the language of the 17th-19th centuries, and are therefore practically absent in modern speech, which significantly complicates the understanding of the text of operas and provides for specific training for applicants for such specialties. It is advisable to emphasize the crucial importance of phonetics in opera art, because it is phonetic abilities that determine the quality and accuracy of reproducing the ideological and figurative content of a musical work. In addition, an important component is also an understanding of stylistics and the cultural component, historical context, because libretto texts often use mythological, historical or religious images, which requires the performer to acquire cultural competence to understand them. It is these features that form the uniqueness of studying the Italian language by future vocalists in comparison with other specialties and determine the approaches to mastering and forming the speech competence of applicants for vocal specializations.

Taking into account the above, it can be noted that the main areas of work in the outlined audience should be the formation of phonetic, grammatical, lexical and microlinguistic competences. Phonetic competence here should be considered as one of the leading components of speech training, since these skills and abilities have a direct impact on the performance of a vocal work and its perception by listeners. At first glance, Italian pronunciation may seem simple due to the clear articulation of sounds and similarity in pronunciation with the Ukrainian language. However, this apparent ease may lead to insufficient awareness of the importance of working on the phonetic component. Such an approach may lead to negative consequences and deterioration of professional abilities, especially for future opera singers, for whom mastering phonetics is a key aspect.

A key role in the formation of phonetic competence is played by reproductive skills – the ability to accurately reproduce sounds, intonation and rhythm of speech. The acquisition of such skills and abilities involves direct work with the speech organs. This is one of the most difficult stages, since with age the articulatory apparatus gets used to the pronunciation of sounds characteristic of the native language, and the process of adapting the speech organs to the articulation of new sounds that are absent in the native language causes significant resistance, so the speech apparatus constantly tries to replace unusual, uncomfortable sounds with already formed ones. Therefore, in the process of learning, teachers and students often encounter such a concept as phonetic interference – the influence of the native language on the pronunciation of sounds of another language. In order to determine approaches to the formation of phonetic competence, it is necessary to identify common errors and potential difficulties. Contrastive analysis helps to see the similarities and differences between the Ukrainian and Italian languages, and, as a result, allows you to create conditions for preventing and minimizing difficulties in mastering a new sound system.

In Italian, one of the main difficulties is the interference of vowels. Unlike Ukrainian, in Italian some phonemes are contrasted in terms of closure and openness [ə – ε, o – o], incorrect reproduction of these sounds can lead not only to phonetic, but also to phonological errors, that is, to a change in the meaning

of the word, and sometimes to a distortion of the content of the speech message. From experience, it can be noted that it is precisely the work on the pronunciation of closed and open vowels that causes the greatest difficulties among students, since in addition to the need to master the correct articulation of sounds, it is also necessary to take into account the lexical meaning of the word. In order to achieve the best results, it is advisable to conduct phonetic gymnastics to prepare the articulatory apparatus for speech activity. This can be an exercise in singing vowels in a certain sequence – from the front to the back sound, which allows developing the flexibility of the articulatory apparatus. Among other common phonetic errors, it is worth noting the pronunciation of double consonants, digraphs, diphthongs, triphthongs, intonation of a phrase. When considering the issue of phonetic interference, it is necessary to emphasize the significant influence of the English language on the formation of phonetic skills when learning Italian. Due to the fact that applicants already have experience studying English, phonetic interference between Italian and English is also observed, which must also be taken into account when developing educational materials and exercises, aimed at preventing orthoepic errors.

One of the most successful and effective ways of forming phonetic skills and abilities is the cognitive approach. It is based on the conscious assimilation of phonetic phenomena through the involvement of such cognitive processes as analysis, comparison, generalization, structuring, application. The aforementioned approach, unlike the intuitive one, contributes to the formation of phonetic awareness, more effective assimilation of the material and allows for a deeper understanding of phonetic patterns, their structure and functions. Since the intuitive approach involves immersing students in the language environment through imitation and multiple repetition of speech samples, it is advisable to use it for the rapid formation of basic skills and the development of auditory perception, that is, at the initial stage, when getting acquainted with a new phonetic system with a subsequent transition to a more in-depth and conscious study of phonetic norms. Therefore, the optimal result is achieved under the condition of a harmonious combination of both approaches and by taking into account students' needs and preparation level.

At the stage of forming phonetic skills, it is important to adhere to a certain algorithm of actions: from theory to practice, from the simplest to the most complex, from reception to reproduction. Such a strategy contributes to the effective transition from theoretical understanding to practical application, allows you to form a conscious assimilation of phonetic phenomena and supports the motivation and involvement of students in the learning process, which is one of the key factors in successfully achieving the set goal.

Since phonetics is not the only aspect of language learning and does not function by itself, in the learning process it should be combined with the formation of other speech competences, such as grammar and vocabulary. High-quality performance of a vocal work cannot be imagined without a full understanding of its text. Therefore, considerable attention should be paid to grammatical and lexical competences. Unlike phonetic, where the leading goal is the development of reproductive skills, the approach to studying grammatical forms and lexical units should involve the development of receptive skills, since the main task is to ensure understanding of the text, and not to create your own statements. For the formation of grammatical competences, it is advisable to adhere to a differentiated approach. Taking into account the individual characteristics of the participants in the educational process, their level of training and professional needs allows you to create educational materials that best meet the needs of applicants.

At the beginning, we emphasized the importance of understanding the cultural context for the correct interpretation of opera works, therefore, during teaching it is important to adhere to the principle of inter-related learning of language and culture. When introducing lexical units and grammatical forms, all work should be accompanied by a comparison with cultural values, providing not only an interpretation from the dictionary, but also contexts of use that allow such a component to be isolated [1]. When introducing lexical units, it is worth noting the features of their use in the libretto, comparing the frequency of their functioning in literary and operatic Italian, emphasizing the variability of the forms of a particular lexical unit in the context of the opera. This approach will help not only deepen knowledge of the structure of the language, but also promote understanding of cultural codes, creating an integrated learning model.

When working with vocalists, it is advisable to use libretto texts as an integral part of the educational process, because they combine all key aspects of the formation of speech competences of applicants (phonetic, grammatical, lexical and socio-cultural) and stimulate the simultaneous development of such speech skills as listening, reading, translation. The involvement of authentic musical works makes it possible to reveal phonetic features, get acquainted with typical and atypical grammatical structures, deepen knowledge of the cultural and historical context, which contributes to a comprehensive vision of the preparation of future opera singers. Musical material can be used both at the initial stage and in work with a high level, selecting texts according to the level of knowledge of applicants, that is, adhering to a differentiated approach and taking into account the aspects that they plan to master. Such an integrated approach is effective, since students work with materials that are directly related to their professional activities, which significantly affects the level of interest, and also ensures the formation of all necessary language and speech competences.

During training, the teacher must not only transfer and form knowledge, but also create conditions for encouraging and involving students in the educational process. Now we live in the information age, so we cannot stay away, but must actively apply and integrate modern technologies into the educational process. Today, classes must meet the needs of students, their worldview. The multimodal approach is one of the most effective modern ways of forming speech competences in foreign language classes. Multimodality involves the use of various channels of perception: visual, auditory, tactile, combining oral and written speech, image, sound and gestures [9]. Its effectiveness is especially noticeable during the training of future opera singers, as it creates conditions for deeper assimilation of the material, allows taking into account the individual characteristics of applicants, promotes the development of professional competences, increases motivation thanks to interactive educational materials. Such a strategy involves the involvement of several components, such as text (listeners read, translate, analyze the libretto), audio (listen to arias and other vocal works, analyze the articulation of performers, imitate sounds, intonation), visual (watch videos with arias, observe articulation, non-verbal means of communication). A multimodal approach allows you to integrate theoretical knowledge into practical activities, ensures the comprehensive development of the speech competence of applicants.

Therefore, the formation of speech competence in the Italian language in students of vocal specializations requires a comprehensive approach and involves the use of conventional methods and innovative technologies. The combination of modern and traditional approaches contributes to increasing

the effectiveness of learning and professional development, ensures the formation of speech competences, and also maintains the systematic acquisition of theoretical knowledge and at the same time takes into account the needs of the modern generation of higher education students.

5.3 THEORETICAL AND PRACTICAL PRINCIPLES OF DEVELOPING ADVANCED ENGLISH SPEAKING COMPETENCE: PROFESSIONAL ASPECT

The goal of educational and professional programs of vocal specializations is to prepare applicants for stage activities, the formation of singing skills and high performing culture. Language training in a higher education institution plays an extremely important role in professionalization. It is in the process of professionally oriented study of English that the main goal of professional training of future singers is achieved. Applicants of vocal specializations learn to speak a foreign language not only in order to implement general cultural communication, but also to master the means of communication within the chosen specialty. During the assimilation of professionally oriented content of training, future vocalists immerse themselves in performing and creative activities, which creates conditions for additional motivation both for studying English and for mastering the chosen specialty. Therefore, the acquisition of foreign language speech competence in this case has both a communicative-oriented and professionally-oriented nature.

The professional orientation of English classes sets the teacher the task of helping students in their professional development and teaching them to “use a foreign language as a means of systematically replenishing their professional knowledge and as a way of forming professional skills and abilities” [10].

The effectiveness of the formation of vocal-performing and foreign language speech competences is determined by a number of didactic and psychological factors, which can be defined as purposefully created or used learning circumstances, thanks to which the goal is achieved more successfully and in a shorter time – students’ ability and readiness to implement foreign language oral and written communication in professional activities at the level of international standards [11]. “If favorable conditions are created, then the study of a foreign language by students is determined not by the need to know the language, but by the pleasure of the process of studying it” [12]. Therefore, in our opinion, it is worth paying close attention to the definition of the principles and leading factors of the formation of English-language speech competence of applicants for vocal specializations in English classes.

The analysis of the practice of working with student vocalists shows that it is impossible to form the appropriate level of readiness of applicants to use the language correctly and appropriately, depending on the specific communication situation, without:

- 1) taking into account personal and professional qualities that are formed under the influence of professional training of applicants for vocal and stage activities;
- 2) establishing interpersonal interaction between the teacher and future specialists;
- 3) introducing forms and methods of teaching that provide personalized learning;
- 4) introducing contextual learning technologies that form the necessary professional skills of the future vocalist and a model of his or her professional behavior;

5) using various types of extracurricular work that contribute to the disclosure of individual abilities that are not always manifested in classes;

6) constructing an educational space of research and cognitive activity that is multicultural and multi-lingual, saturated with specialized foreign language content.

Further in more detail about each of the six factors that ensure the formation of foreign language professional and speech competence of students:

1. In order to create optimal conditions for learning the material, the teacher needs to understand the changes that occur with the student during professional training for vocal and stage activities and affect his or her ability to learn knowledge. Taking into account the individual characteristics of vocalists, their style of perception of information, type of thinking, approach to studying the material, it is possible to develop and implement such individual learning strategies that will be the most effective. Students of vocal specializations participate in concert performances as soloists, members of choral groups, work as teachers of art schools, artists of orchestras, choirs, ensembles, and leaders of children's groups. Direct involvement of applicants in vocal and stage activities, which takes place in the form of public performances, participation in various competitions and festivals, stimulates the intensive and high-quality development of emotional and creative abilities, which plays an important role in the formation and maintenance of an effective educational process. The teacher provides favorable conditions for the assimilation of the material if he/she allows each vocalist to demonstrate musical, acting, artistic and creative abilities and priority qualities of future performers in practical English lessons, namely: musicality, artistry, emotionality, improvisation, and expressiveness.

2. A necessary condition for the development of foreign language speech competence is the establishment of such creative interaction with all participants in the educational process, during and as a result of which there is mutual intellectual and emotional enrichment and self-affirmation of the applicant in the new status and role position of the vocalist, his or her self-identification with the professional model of the future performer. The educational interaction between teacher and the students is based on a joint respect for musical art and a joint immersion in vocal art. This is what creates a certain internal reason, a motive, which acts as an engine of real live communication. Internal communicative motivation is possible only due to the fact that the subject of communication is significant for the student and causes him/her an emotional attitude. It is the internal motive that ensures the active interaction of all participants in the communication process, which leads to a mutually enriching exchange of authentic, professionally significant information in a foreign language, the acquisition of professional communication skills. The teacher needs to implement such a role model of interaction during practical classes in English, which makes the teacher him/herself an interested connoisseur and ardent admirer of vocal art, and the students themselves – bright original representatives of this art. The implementation of such a model of educational interaction in distance learning is a more complicated process, due to the need for joint activity, perception and understanding of others in virtual space. It is necessary to make the most of all the potential opportunities of information and communication and digital technologies in order to preserve the value-based and meaningful communication between the teacher and the student in the conditions of distance learning. There is no doubt that traditional forms of interpersonal interaction, such as conducting individual consultations for students,

involving students in making decisions regarding the choice of discussion topics or the format of completing educational tasks, allow the teacher to better understand the needs of students and enable personalized support and motivation for further active participation in the educational process.

3. One of the conditions for the development of foreign language speech competence is a didactically expediently selected structure and organization of the learning process. The content of the course, methods and forms should correspond to the professional orientation of the individual, the internal drive and inclination to vocal activity. In order for applicants to truly engage in communication in a foreign language in dialogical and monological forms, it is necessary that the tasks, set before them in the course of educational activities, acquire personal significance and thus find a response and a point of support in their experiences, plans for the future, value-semantic orientations, emotional-aesthetic thinking. The strategy of "customization" acts as a tool that helps the teacher dynamically "adjust" a certain system of exercises and tasks to the individual needs and preferences of vocalists, their imaginative, figurative thinking, temperament, nature of emotional and aesthetic perception, and experience of concert and performing activities [13]. The process of adjusting the content, pace and complexity of the educational material for vocalists provides greater motivation and interest in learning, increases involvement in communication and helps to overcome the barrier that arises when learning a foreign language.

4. The effectiveness of the formation of foreign language competence depends on the appropriate involvement of applicants in various types of speech activity (listening, speaking, reading, writing) in situations that simulate vocal and stage activity, various circumstances of concert musical and performing activity and thus form a model of professional behavior in the field of singing. Introducing the imitation of future professional activities, role-playing and business games that model participation in concerts, international, all-Ukrainian and city festivals-competitions; discussion of specific situations from their experience; writing essays, reports, messages with further discussion; creative and personal tasks (creation of professional real and promising self-portraits) into the educational process forms practical skills of listening, speaking, reading, writing and at the same time adapts vocalists to stage and performing activities, expands professional knowledge, professional and creative abilities and skills in the field of vocal art. The teacher can vary the types of speech activity of the students. In particular, to develop listening skills, you can choose well-known vocal works in English and discuss and analyze pronunciation, intonation and emotional coloring. It is advisable for students to record their own vocal performances and compare them with the original performers in terms of pronunciation. Communication in English can be both improvisation (dialogue or monologue) and role-playing, the script of which is agreed in advance. Interviews with famous vocalists and subsequent discussion of their professional experience and technique contribute to the development of reading skills. The development of the ability to communicate through text involves writing reviews of performances, concerts or musical works, maintaining a blog to share professional impressions, experience and advice for other vocalists.

The success of the formation of foreign language competence should be based on organizational work, aimed at preparing methodological support, in particular, the development of additional software that takes into account the level of speech training of future vocalists. This may include, in particular, the creation of program requirements, adapted to the learning conditions, psychological characteristics and learning style

of applicants for vocal specializations by increasing creative and research tasks, planning classes with a dominant focus on the development of speaking competences; selecting a balanced sequence of exercises and tasks that correspond to the nature of a certain skill or ability; preparing a set of visual aids, methodological recommendations, the use of which facilitates the assimilation of foreign language material; using authentic texts, as they help improve speech skills through the use of original vocabulary; developing musical and lexical dictionaries-translators, etc. When solving the problem of selecting educational material, it is worth considering the provision that the most effective way to learn a foreign language is through the context of its application, that is, the gradual saturation of learning with elements of professional activity [14]. The contextual approach models a communicative environment that is as close as possible to the professional one in form and content and is the basis for the active development of speech competences of applicants.

5. The condition for the formation of foreign language speech competence is the encouragement of applicants to creative self-realization in various forms of extracurricular activity, which, unlike educational, is characterized by unlimited time, lack of assessment, unregulated communication of educational process participants with each other, freedom of choice of content, forms, means, methods of extracurricular work. The organization of student life outside the schedule of classes in higher education on the principles of interest and voluntariness involves the implementation of a system of measures, aimed at educating the individuality of the future vocalist with a formed personal performing culture. The teacher's selection of the right form of extracurricular activity will polish their knowledge of singing skills and competence in speaking, reading, and writing. Discussion clubs, music projects, olympiads, conferences, public speaking classes, theater groups, trips, vocal studios, dance groups, excursions, visits to exhibitions and museums, etc., can be considered extracurricular work of a professional nature (if this activity is not provided for by the course program), where students learn to communicate at the professional level. As a result of participating in this activity, students of vocal specializations acquire a wide range of vocal and performing skills and abilities that will make them competitive in their field. Preparation for role-playing business games, trainings, and projects that simulate real situations, in which applicants can test their skills, can be extracurricular. The selection of topics and principles of such activity may take some time and be carried out by the students according to the teacher's preliminary instructions. It is advisable to apply such situations, in which applicants alternately perform the roles of vocal teacher and students, organizer of an international competition of performers and participants, conductor of a choir and singers, etc. Such creative quasi-pedagogical activity will activate not only creative skills, but also form confidence and reflective-evaluative consciousness and self-esteem of applicants. The teacher's purposeful and skillful use of various forms of extracurricular work helps students expand and deepen their knowledge, skills and abilities, develop independence, individual talents, overcome difficulties in mastering the English-language professional component, which allows them to most effectively go through all stages of the self-realization process.

6. Foreign language professional competence as an integrative property of the personality is most successfully formed during research and cognitive activity, the model of which is based on the idea that people learn through social experience, exploring certain problems, and, in our opinion, should also be involved in teaching English to future vocalists. The teacher encourages and motivates students to conduct

such research that would help them satisfy their own curiosity, expand their professional knowledge base and develop critical thinking skills.

Let us take as an example the organization of a scientific and practical webquest, which involves the collection of material, the selection of participants, the explanation of the conditions of participation, the defense of projects, the evaluation of the results obtained and their discussion. During independent work on original and creative research on a certain topic, the applicant structures his/her knowledge, uses various methods of processing information, forms the ability to correctly present his/her material, thereby developing foreign language professional competence. It is important to remember that inquiry-based learning is not a skill or practice in itself, but a process that, if directed and consistently implemented, can increase the intellectual activity of learners and improve: research skills, cooperation and communication skills, the ability to solve problems and find ways to solve issues, participate in the creation, improvement, implementation of ideas, increase motivation and interest in learning, involve others in communication and overcome the language barrier.

Teaching English based on an inquiry-based approach involves adhering to the following stages of the educational process:

- 1) formulation of a question (problem);
- 2) research of a problem situation;
- 3) analysis and explanation of the solution to the problem;
- 4) the final stage – conclusions and results of the work performed;
- 5) reflection.

In an educational environment, this type of cognitive activity, based on the study of, for example, the-oretical aspects of performing arts in English-speaking countries, can provide the teacher with the op-portunity to allow students to fully analyze the problem or scenario and learn from both the process itself and the result. Students should be encouraged to ask questions, study the English-speaking professional environment, collect evidence to support the statements, assumptions and conclusions made, and build convincing arguments about how the final result of such educational research was achieved. As an example, one can study the experience and principles of organizing choral performance, participation in international singing festivals and competitions, and public performances.

The principles of research-cognitive learning can be classified as follows. It is the student, not the teacher, who is the center of the educational process. Educational English-language activity is aimed at forming and improving the skills of processing foreign language professional information. The teacher in this case not only directs the learning process, but also contributes to the development of communication skills. It is the development of skills for processing English-language information and its conceptual under-standing that is important, and not the actual content of the discipline.

The use of this method in the education of future performers gives applicants the opportunity to ex-perience the process of creating knowledge and to involve their creative abilities in the process of learning new things in terms of future professional activity. The key features of this methodology at the initial stage involve the gradual and phased introduction of research-based learning, and then, depending on the tasks of the educational process, the transition to independent training. It should, of course, be taken into account

that adaptation to such a method is likely to be difficult, and therefore there is a need for monitoring and close interaction between the teacher and students.

5.5 DISCUSSION OF THE RESULTS OF SECTION 5

We have defined the conditions for the formation of English-language speech competence of applicants for vocal specialization as involving in cognitive activity a set of different teaching methods, mastery of the spelling, phonetic, lexical and grammatical aspects of the English language in order to form the ability to use various language tools in constructing correctly formulated statements for the purpose of adequate professional communication.

The implementation of an integrated approach to learning English is planned and achieved in the context of the formation of various English-language competences, which are important and necessary for future professional performing activities. The development of English-language competences helps vocalists work with foreign-language musical materials and correctly perform vocal works. In the professional aspect, mastery of a foreign language provides new opportunities for professional and creative growth. This allows for a better understanding and interpretation of works of different cultures, as well as expanding the possibilities of cooperation with international colleagues and performances on leading world stages, effective communication in the international environment and better integration into it.

It has been established that a personalized and individual approach to the educational process, creative special educational interaction and value-semantic communication between teacher and applicants, a didactically expediently selected structure and organization of the learning process, involvement in various types of speech activity in the current context of the features of the future profession, encouragement for creative self-realization in various forms of extracurricular activity, motivation for research and cognitive search are the most important factors that determine the success of the formation of speech competence of applicants for vocal specializations. It is noted that the need to form skills and abilities for independent study of foreign languages is a key element of successful professional development in the modern world.

Therefore, the formation of foreign language communicative competence of future singers is professionally oriented, since the acquired skills are aimed at achieving a professional goal (using special terminology in various communicative situations, observing all language norms, performing vocal works in the original language, analyzing a musical foreign language text, productive communication between all participants in creative and performing international projects, etc.). This approach determines the features of organizing the acquisition of a foreign language: the selection of various types of educational activities taking into account effective pedagogical strategies and methods; preventing language interference, overcoming pronunciation errors and mastering a new sound system for inophones; modeling and imitation of situations of real communication and professional interaction in various spheres of stage and performing activities during training; a didactically appropriate set of exercises and tasks as a means of mastering speech operations and speech actions that ensure the implementation of communicative intentions within certain topics of communication; taking into account the ethnopsychological characteristics of foreign applicants; adherence to a certain

algorithm of actions at all stages of the formation of phonetic, grammatical, lexical, and linguistic competences; introduction of a differentiated (personalized) approach as a means of optimizing learning by adapting it to the needs and skills of individual applicants; intensification of independent learning activities and involvement of applicants in various types of scientific research work and language-oriented university events.

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