

**MAIN STYLES AND METHODS OF TEACHING SPEAKING FOREIGN
LANGUAGES TO MEDICAL INSTITUTES**

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ABSTRACT

The aim of this article is to research possible ways of creating extra English-speaking environment for students of Medical institute who do not have a ready-made context for communication beyond their classroom in non-English speaking countries. These methods and styles integrate subject matter and English language instruction. Such a combination is highly motivating, because students are able to apply what they learn in their English classes to their major field of study, whether it be computer science, accounting, business management, economics, or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases students' motivation.

Key words: method, style, teaching, learns, speak, education, approach, progress, communicative, improve.

For a long time it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge. Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people - like auctioneers or politicians - may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability - until, that is, we have to learn how to do it all over again in a foreign language.

Finally, a distinction needs to be made between planned and unplanned speech. Certain speech genres, such as public speeches and business presentations, are typically planned, to the point that they might be completely scripted in advance. This means that their linguistic features will resemble or replicate features of written language. On the other hand, a phone conversation to ask for train timetable information, while following a predictable sequence, is normally not planned in advance: each participant has to make strategic and spontaneous decisions on the basis of the way the discourse unfolds. This, in turn, will affect the kind of language used. On the basis of these criteria, we can classify speaking genres according to their general purposes, the kind of participation they involve, and the degree of planning. The kinds of knowledge that speakers bring to the skill of speaking comprise extra linguistic knowledge, such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, speech act knowledge and knowledge of grammar, vocabulary, and phonology. So far we have described speaking skills and speaker knowledge insofar as they relate to highly-skilled, knowledgeable speakers, making no distinction between speaking in a first or a second (or third, or fourth etc.) language. But speakers of another language do not, initially, have easy access to these skills and this knowledge. Speaking as a skill of oral communication is considered one of the speech activities. Psychological content of speaking is expressing ideas.

In a simpler way speaking as a methodological concept envelops: 1) the process of expressing idea; 2) utterance; 3) oral speech; 4) statement. Answering a question or even a whole monologue can be the expression of idea. So speaking is an integral part of oral conversation. Speaking is the use of a certain lexical, grammatical or phonetic phenomena in the aim of expressing the idea. The proverb «First think then speak» proves this idea.

So verbalization of ideas is speaking skill.

Teaching speaking in English is considered as a medium practical goal, i.e. at the beginning stage of the education students learn speaking and listening but reading and writing used as a means of teaching. At the higher level, when reading and writing becomes a goal, speaking turns into a means of teaching. Speaking has three functions: a means of communication, a means of teaching and practical aim of teaching. Teaching speaking in English is conducted as a three-phase speech activity. First of all the learner has to be motivated. In this part the intention of speaking appears. In the expressing part of the idea speaker begins to analyzing process began to work. Speaker needs to stick in memory (associative relation) for performing this process. Paradigmatic and syntagmatic relation is also observed, in paradigmatic relation inner connections are compared based on different features of the word. It can be seen in the words with the same pronunciation but different spelling (write - right, son-sun); close in meaning (little-small); opposite in meaning (come-leave, give-take). Syntagmatic relationship plays important role in learning to speak here we can see the usage of words in different word combinations.

Speaker chooses ready word or grammatical units from the memory. Usually materials of mother tongue are always ready in memory. However interference is observed (order of words in a foreign language and mother tongue).

The third part of speaking is performing or expresses an idea, pronouncing, namely, it consists of usage of it in outer speech.

Realization of all these three parts helps to make speaking process.

Speaking skill should be taught interactively with other skills (writing, listening and reading).

We can express our opinion verbally/orally in two ways namely monologue and dialogue. Teaching monologue and dialogue is one of the main requirements of the curriculum. The teacher should know the main features of both forms. For instance the usage of complete clauses and structural forms are essential for monologue, but ready models or elliptical sentences are essential for dialogue.

For performing oral speech learners should gain some psychophysiological mechanisms. They are the mechanism of reproduction (some elements are used in a ready form some of them are reproduced in the process of speech, for instance, prepared phrases consist of 25 % in the English speech), the mechanism of choice (speaker should use different words and speech patterns during the speech and they can be found quickly or slowly in memory toward taking shape of associative relations), the mechanism of joining (in the process of joining the words and sentences, the speaker will form new combinations), the mechanism of arrangement (while feeling the language in comparison with the abstract model operations of text arrangements are made not remembering the theories of linguistics), the mechanism of feeling beforehand (in order to speak fluently, it is important to feel the speech in advance what the speaker intend to say and be ready to continue the sequences, the mechanism of feeling beforehand appears in two meanings: to use the language material and predict the maintenance), and the last one is discourse mechanism. The last mechanism is based on logical thought, when learner uses it, consciously he/she estimates the speech situation and understands the speech partner's ideas and gets it nonverbal manner, response properly, and he uses main point and situation of speaking knowledge.

CONCLUSION

According to ideas of some foreign language psychologists, speaking is not either a communication process or utterance but it is a means of statement or expression of the idea. There are certain genres of oral conversation. They are description (telling the details to an active listener), narration (telling the development of events), reasoning (telling one's train of thought to an active listener), identification (talking about one's likes and dislikes), language-inaction (people doing things and talking), comment (opinions and points of view), service encounters (buying and selling goods and services), debate and argument (seeking a solution and pursuing one's point), learning (use of language in learning) and decision making (people working towards a decision). The ability to perform these genres is a proof of the skill level.

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