

в понятии необходимости компонента нежелательности. *Гибкость* противопоставляется *жесткости* как неспособности отклоняться от заданного образца, нарушать устойчивые связи, вследствие чего, второе отражает природу необходимости как некоторой повторяющейся взаимосвязи, упорядоченности и закономерности.

Литература

1. Бабушкин, А.П. Концепты разных типов в лексике и фразеологии и методика их выявления // Методологические проблемы когнитивной лингвистики. – Воронеж : Воронеж. гос. ун-т., 2001. – С. 52–57.
2. Болдырев, Н.Н. Концептуальное пространство когнитивной лингвистики // Вопр. когнит. лингвистики. – 2004. – № 1. – С. 18–36.
3. Даль, В. Толковый словарь. – Москва : Русский язык, 1989. – 556 с.
4. Карасик, В.И. Субкатегориальный кластер темпоральности (к характеристике языковых концептов) // Концепты: Научные труды Центр-оконцепта. – Архангельск., 1997. – Вып. 2. – С. 154–173.
5. Красавский, Н.А. Русская и немецкая концептосферы эмоций // Методологические проблемы когнитивной лингвистики. – Воронеж : Воронеж. гос. ун-т., 2001. – С. 113–118.
6. Ожегов, С.И. Толковый словарь русского языка / Н.Ю. Шведова – Москва : Русский язык, 1999 (1985). – 907 с.
7. Словарь русского языка / АН СССР. – Москва : Русский язык, 1981 – 1984. – 750 с.
8. Словарь современного русского литературного языка в 17 т. – Москва – Ленинград : Изд-во Академии Наук СССР, 1958. – 1560 с.
9. Степанов, Ю.С. Концепты: Тонкая пленка цивилизации. – Москва : Языки славянских культур, 2007. – 248 с.
10. Толковый словарь / Д.Н. Ушаков. – Москва : Терра – 1996. – 1562 с.

А.А. Покатович

Белорусский национальный технический университет

Mustering English fluency in technical education

The article focuses on the significance of fluency in language learning and its impact on communication skills. Despite the growing interest in acquiring multiple languages, many learners still struggle with achieving sufficient fluency. Teachers need to emphasize fluency development alongside other aspects of language acquisition. Accuracy should be considered but must not override fluency.

Key words: fluency; language; learning; communication; skills; accuracy; technique.

There is no denying that foreign language study takes a remarkable position in both primary and higher education, and this remains unchanged. To date, a person's desire to speak more than one language has increased dramatically. Many people realize that «knowledge of languages is vital for gaining access to the intellectual wealth of the whole world» [3]. This does not mean that most people demonstrate a high level of formation of communicative competence in the field of a second language. In fact, there is a lack of fluency of speech, which in turn causes disappointment to the learner of a foreign language. Foreign language teachers, realizing the importance of fluency of speech as an important indicator of the formation of the ability to produce oral statements, do not pay due attention to improving this aspect in teaching practice.

The importance of fluency in language learning cannot be overstated. It is a clear indication of one's ability to accurately pronounce words, use proper intonation, employ correct grammar, and possess an extensive vocabulary. Fluency allows individuals to communicate naturally, just like native speakers. Assessing fluency involves considering factors such as the frequency and duration of pauses, as well as the types of pauses used. This evaluation takes into account pauses between meaningful segments of speech, the skill to break speech into phrases, and the ability to minimize and fill in pauses.

Accuracy plays a key role and displaces fluency. Even speaking fluently, sometimes it is not possible to make phonetic and intonation mistakes. There are communicative situations in which there are stable language formulas aimed at their correct use, from the point of view of grammar and phonetics. The intonation pattern of the utterance is vital. Nevertheless, the communicative methodology does not set the task of working out the aspect of grammar – accuracy. This can be explained by the fact that in real life we often face a case when we feel more comfortable in the company of people who, although poorly, speak your native, understandable language, rather than in the company of those who speak fluently, competently, observing all the language rules, but which is foreign and incomprehensible. It turns out, from a practical point of view, fluency may play a more essential role in real spoken (oral) speech, but teachers should not put up with these mistakes in speech, their task is to try to make certain that our students can speak not only fluently, but accurately as well.

Practically, the teacher is sure that students get the speaker despite mistakes, and the communicative technique requires not to stop or correct the speaker when practicing fluency, but this is not that easy, since the teacher psychologically still aims at the literacy of the utterance.

With a communicative approach to language learning, the most significant question is whether communication has taken place. The text should be clear, its purpose is to extract information. «All classes that are developed according to the

principles of this modern method of teaching English, if possible, are conducted in a foreign language, or with minimal inclusion of native speech. Moreover, the teacher only directs students, asks them questions and creates a communicative situation, while 70 % of the time from the entire class is spoken by students». Much less time is devoted to grammar, not to mention directly working out individual skills, and even more so grammatical constructions. This often leads to a misunderstanding between two communicators, one of which is a native speaker and the other is a student, i.e. there is a communication gap [1].

In writing, it is important to take into account that for a correct understanding, its correct presentation is necessary. Therefore, practicing reading skills and writing skills. It is important not only to understand or know individual grammatical constructions, but also to be able to use them to convey the necessary information. It is very important when you write that the addressee catches exactly what the author wanted to express, and the author expressed exactly what he wanted. And here, when there is no opportunity to ask again or clarify the information, the correctness of the use of language units comes to the fore. Otherwise, it will lead to a breakdown of communication.

One more case which must be taken into consideration is the natural speed of a native language. If a student speaks his first language in a slow way because of some natural peculiarities, it will reflect in a foreign language too.

There are certain strategies that teachers could follow in the learning process, which would help them develop oral speech skills in students:

Pause frequency

Pauses in speech in any language are inevitable. From time to time you need to stop to get some air. But there shouldn't be too many pauses. It is worth remembering the communicative function of pauses. Pauses can reveal the key semantics of spoken speech, express its emotional content, be used for pictorial purposes, participate in the design of semantic articulation of speech. Pauses can be either unintentional or consciously formed pauses formed consciously represent one of the features of the semantic content of speech, since they connect or dissect phrases and semantic groups within phrases. Frequent and prolonged hesitation pauses, not justified by the content of the statement, reduce the quality of speech and usually negatively affect its assessment.

Phrases

Whatever happens, you need to speak in phrases (lexical fragments), not in individual words. To speak in phrases, you need vocabulary and grammar, brought to automatism. The speech of those who speak in separate words will not be perceived as fluent, even though there are no errors.

Repetition

Repetition tasks are considered one of the best ways to develop fluency of speech, because they increase the degree of «familiarity» with the language,

which leads to the development of oral speech skills. As a result, whenever students repeat anything that they have previously said, they will no longer reproduce the content by notes or notes. Their cognitive resources become much freer. One of the advantages of such a process is fluency of speech with a lesser degree of indecision, doubt or hesitation and with short pauses.

In addition to this, it must be noted that when a certain structure is used frequently, its recovery from memory is greatly facilitated. When the cognitive load is lightened, more memory resources become available for use in further speech reproduction. It should be clarified that tasks for repetition do not mean tasks for the technical multiple repetition of the same lexical material for the purpose of mechanical memorization. In order to facilitate the learning process and encourage fluency of speech, repetition tasks should have a clear and personally meaningful output for students.

A popular activity that includes repetitive tasks and can be adapted to develop fluency of speech is the exercise «*Find someone who ...*». In addition, this exercise contributes to the formation of interaction skills between students. The students are encouraged to find someone who meets the necessary criteria asking people around.

Pre-planning

This task encourages the development of fluency of speech. Learners' cognitive load is weakened and attention is switched to the communication process, resulting in increased fluency of speech, and shorter pauses between statements. In addition to it, there is a case when a student is not able to speak fluently because of not knowing the topic at all. In this case it is extremely important to make the required topic out and pre-plan some key options they would like to mention.

Role-playing

Such an activity as role-playing can bridge the communication gap and enhance fluency. Being provided with various roles, students are encouraged to apply the language in a spur-of-the-moment way.

Avoid translation

It is quite common for students to come up with an answer in their native language and only then interpret it into a foreign one. There is no denying that the importance of translation, completing exercises, building grammatical or lexical skills, certainly appears. The matter is that when a learner creates his answer using his first language and only then interprets into a foreign one, it takes much time to answer and will never help to develop sufficient fluency.

Rhythm and Rhyme

Students can improve their fluency with the help of rhythm and rhyme. Depending on the age of the student, children's poems, popular poems or lyrics of musical hits can be used for this exercise. Provide the student with a copy

of the text. Read the text to the students while they listen and follow the text. Then ask the learners to read aloud with you. Do not change the speed or intonation to help the students. The purpose of this exercise is to keep up with the teacher. To do this, the teacher will have to imitate his tempo and intonation, which will help with fluency in oral speech.

May I join you?

Learners who have difficulties with fluency of speech often prefer to observe conversations rather than engage in them. This exercise will take get out of their comfort zone. Turn on a video or a recording of any dialogue for the student. His task is to enter into a conversation within ten seconds from its beginning, even if he has to interrupt the speaker. As soon as the student starts talking, you turn off the audio or video and let him speak, then turn on the dialogue again. The student must enter into conversation again within 10 seconds.

Three-step approach

Another fluency exercise, designed for laconic students. Prepare a list of simple questions. Tell the student that he will have to answer each question with three sentences according to the following plan:

1. Answer the question.
2. Additional details to the answer.
3. Information that is relevant to the answer, but which you do not ask about.

For example, What did you do yesterday?

1. *I had a barbecue with family.*
2. *We visited our grandparents.*
3. *My brother and I went to the cinema.*

Answering three sentences instead of one is a real achievement for a laconic student. At first, this three-step approach can be trained in writing, and then, when the student feels confident enough, go to the oral form.

Stopwatch

A teacher will need a stopwatch for this exercise. Ask the student an open question (for example, what did you do last summer?) and start the stopwatch. When the student has finished answering, show him how long it took. Tell him that in the answer to the next question he should break his record. It will be easy to notice that with this formulation, the student will awaken a sporting interest, and with each question he will answer more and more.

Summary

This technique is based on a video which content is familiar to students. The task is to watch the video and describe the plot showing your opinion on it. The students might have their own ideas and experience. Provide the students with pre-listening vocabulary to get them able to apply it in their

conversation. Why is it vital to give a summary of a video but not a text? The fact is that listening comprehension and the speech itself are the hardest skill in languages. To practice reading is not so difficult as listening.

«Crocodile»

This way of practicing fluency is adored by all learners. The point is to describe a word in full sentences, using synonyms, antonyms etc.

For example:

- *it is a useful device and each of us uses it on a daily basis.*
- *Is it a smartphone?*
- *It consists of a monitor, a keyboard, a mouse and a processor*
- *Is it a computer?*
- *Definitely!*

So, what is fluency in speech and how to develop literacy in it? Fluency is understood as the communicative quality of speech, which demonstrates the ability and ability to fluent spontaneous utterances in accordance with the principles of oral speech, proficiency in various language means [3]. It is possible to achieve this, it is necessary already at the initial stage to work out certain colloquial formulas to automatism – language tools that allow you to express greetings, farewells, requests, negotiations, etc. Knowledge and ability to use these colloquial formulas correctly, observing the correct intonation pattern, allow you to observe accuracy with fluency, i.e. literacy does not suffer with fluency.

Литература

1. Азимов, Э.Г., Щукин, А.Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам) / Э.Г. Азимов, А.Н. Щукин. – Москва : Икар, 2009. – 448 с.
2. Chambers, F. What do we mean by fluency? / F. Chambers // System / F. Chambers. – 1997. – № 25(4). – P. 535–544.
3. Lynch, T. and Maclean, J. A case of exercising: effect of intermediate task repetition on learners' performance / T. Lynch, and J. Maclean // Researching Pedagogical Tasks : Second language learning, teaching and testing. – Pearson Education, 2001. – P. 141–162.