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DEVELOPING MASTER STUDENTS' PROFESSIONAL SPEECH COMPETENCE IN PRE-SERVICE ENGLISH TEACHER TRAINING: POSSIBILITIES, PROBLEMS AND RECOMMENDATIONS

There has recently been a significant increase in the level of interest to finding new forms, methods and means of prospective foreign language teachers' professional training optimization. The research is focused on the developing MA students' professional speech competence as a component of their professional education. In the study the following methods were used: literature and curricula review, empirical (testing, expert assessment) methods, data mathematical processing. The aim of the article is to present the content and the aprobation results of the specialized training course for MA students "English Language Teaching Discourse: Developing Teacher Awareness". This course is aimed at developing MA students' professional speech competence, increasing their awareness of running interactive classes in the English language and helping them develop into aware self-critical teachers, improving their teaching styles. The content of the course covers a range of core issues with specific reference to EL use in classroom interaction and includes the following content modules: Generalities of ELT Discourse; Categories of Teachers' Verbal Behaviour; Reflective Observation in the EL Classroom. The course focuses on students' autonomy, with the teacher's role being that of mediator, and implies performing highly-interactive tasks. The experiment results testify the efficacy of the course for developing MA students' professional speech competence developing their awareness of appropriate verbal behavior in ELT classroom.

__Keywords:__ professional speech competence, MA students, specialized training course, ELT discourse, awareness of running classes in English, experiential learning.

Introduction

Nowadays numerous challenges concerning the field of foreign language teacher professional development are under discussion. Among the questions touched upon is the issue of MA students' professional skills improvement concerning verbal communication in the classroom as language is the central factor in the teaching frame. Thus, in this research attention is focused on developing MA students' professional speech competence as a component of their professional education.

The research works on the subject touch upon the issues of classroom discourse (Sinclair and Coulthard (1975) [25], Karasik (1998) [4], Oleshkov (2006) [5], Yezhova (2006) [3], Shcherbinina (2010) [9] etc.); teacher talk and classroom interaction in language teaching and learning (Malamah-Thomas (1987) [21], Lynch (1996) [20], Seedhouse (2004) [24], Alexander (2006) [10], Consolo (2006) [14] and others). A number of works concern the issue of professional speech competence in pre-service foreign language teacher education. Thus, Fatkhullina (2004) [8] deals with speech competence as a basis for prospective foreign language teachers' profes-

sional activity. Rubtsova (2006) studying the problem of developing prospective foreign language teachers' professional speech competence during teaching practice defines it as "maturity in successful professional-speech functioning, which is characterized by the developed knowledge and skills in the field of kinds and genres of professional speech as means of pedagogical interaction in standard and non-standard speech situations at the stages of planning, organization and implementation of educational process" [6]. Although many aspects of prospective foreign language teachers' professional speech competence development have been considered in detail, the problem of mastering MA students' professional speech competence have not been sufficiently elaborated, which justifies the topicality of the research in this field.

MA in English Language and Literature program is aimed at students' further improving their proficiency in teaching English and thereby increasing their professional confidence. As the role of verbal interaction between a teacher and learners is crucial to the success of the educational process, MA students, in particular, require special training aimed at developing their skills of realizing class-

room interaction via effective classroom discourse. For this purpose, we suggest the specialized training course "English Language Teaching Discourse: Developing Teacher Awareness". It is directed at strengthening links between theory and practice and developing clearer perceptions of classroom processes with specific reference to English language use in professional situations. It contributes to MA students' professional speech competence mastering and individual teaching style development, providing an opportunity for professional reflection and raising students' awareness of teaching in ELT classroom.

The **aim** of the article is to present the content of the specialized training course for MA students "English Language Teaching Discourse: Developing Teacher Awareness" and the results of checking its efficiency.

To achieve this goal, the following objectives were set:

1) to elaborate the content of the course "English Language Teaching Discourse: Developing Teacher Awareness";

2) to prove experimentally the efficacy of the suggested course.

Research methods

The research was carried out at South Ukrainian National Pedagogical University named after K. D. Ushynsky in 2016-2017 academic year involving 52 MA students of the Faculty of Foreign Languages majoring in English Language and Literature who formed two experimental groups – experimental group 1 (EG 1) – 27 students, and experimental group 2 (EG 2) – 25 students. The EG 1 was taught only within the major subject of MA course – "English Communication in Academic and Classroom Discourses", while the EG 2 completed the suggested special course. The empirical research included the following stages:

1) the implementation of the pre-experimental review to determine the initial level of MA students' professional speech competence;

2) empirical training according to the program of the course suggested;

3) the implementation of the post-experimental review to determine the final level of MA students' professional speech competence after the empirical training.

The following methods were considered appropriate to collect data for this research: empirical (testing and expert assessment), mathematical processing of obtained data.

The written multiple choice test included tasks aimed at revealing the students' declarative knowledge of ELT Discourse main characteristics, the norms of teachers' verbal behaviour, its general categories. Oral testing implied free-constructed answers, for example: *modify the means of attracting students' attention; explain students their mistakes; check students' understanding; ask a stimulating question; formulate the instruction to the activity etc.* Following Bespalko (1968) [2], we considered the level of student's maturity as sufficient if the coefficient of maturity was ≥ 0.7. In order to reveal the level of the maturity of students' professional speech competence the following criteria were singled out:

speech authenticity (speech correspondence with the customary usage); phonetic appropriateness (that of voice characteristics – clarity, confidence, persuasiveness, etc.); lexical and grammatical appropriateness for the classroom context; applying the techniques of questioning/eliciting, responding to learners' contributions, presenting/explaining, organizing/giving instructions, evaluating/correcting, sociating/establishing and maintaining classroom rapport; speech adaptability (the ability to adapt one's speech in accordance with a communicative situation/level of language proficiency).

Discussion

In creating the suggested course, the following theoretical provisions were proceeded from:

1. This course is meant to challenge MA students – prospective English language teachers to be more aware of their teaching. Gebhard (1996) states: "Awareness of teaching is empowering. The more interest teachers have in gaining awareness of how they teach, the more freedom they will have to direct their teaching toward successful student learning" [17, p. 45].

2. The content of the course is directed at teaching English in the classroom context.

3. The course focuses on learning via experience.

4. The tasks are practically-oriented and not only strengthen links between theory and practice but also improve the students' verbal behaviours through growing professional awareness.

5. This course encourages students' autonomy.

6. The course promotes creative review of the knowledge obtained in the courses "English Communication in Academic and Classroom Discourses", "Foreign Language Teaching Methodology", "English Teaching Methodology in Higher School".

7. This course performs the following functions: informational, educational, cognitive and communicative, self-developing.

8. The course is based on the cognitive and communicative approach as well as the reflexive approach. The cognitive and communicative approach is aimed at developing students' cognitive abilities and strategies, stimulating their professional adaptation to various ELT classroom situations and helping to transform the acquired knowledge to new ways of verbal behaviour, modifying their cognitive teaching styles. According to Glatthorn (1995) "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" [18, p. 41]. Barlett (1990) states that reflection is one of the most important teaching skills [11]. Thus, we acknowledge the importance of this approach for developing MA students' professional speech competence as a way of reflecting critically on realizing classroom interaction. Reflection helps the teacher find out if verbal teaching tools used in the classroom were appropriate, if all the predetermined goals have been attained, and analyze the degree of communicativeness in classroom interactions.

The informational society of nowadays requires from

prospective EL teachers manipulating of different areas of knowledge in linguistics, pedagogy and foreign language teaching methodology, educational psychology. The problem lies not only in the amount of information to be mastered, but in the organization and application of that knowledge in a practical communicative situation within the classroom context. A model of communicative ELT discourse should reflect its primary function – to support and enhance learning, to be judged by whether or not it does this effectively. Attempts to characterize communicativeness merely in terms of features of authentic communication when pertain outside the classroom are over-simplistic and ignore the reality of the classroom context and the features which make for effective communication within that context. That is why it is necessary to define categories of teachers' verbal behaviour in a typical classroom and to determine what it means to be communicative in each situation, what would constitute a communicative balance of behaviours for teaching and learning purposes. It should be noted that prospective teachers' verbal behavior is dependent on them-students' individual-speech experience, as well as the linguistic framework of the teacher's utterances. Therefore, it is important to focus on developing students' professional skills in running classes in the English language, the application of which positively affects their communicative behavior in ELT classroom, and to provide their experiential learning.

Thus, the aim of the specialized training course "English Language Teaching Discourse: Developing Teacher Awareness" is to develop MA students' professional speech competence through increasing their awareness of running an interactive class in the English language and enriching their experience.

Foreign language teaching may be defined as the process of interaction, mainly verbal, between the teacher and learners, which occurs during other kinds of activity and is determined by them. Thus, the content of the course covers a range of core issues with specific reference to language use in professional situations. Having analyzed the difficulties MA students encounter during their teaching practice, we decided on the main thematic blocks which encompass such themes. Thus, we have developed the following content modules:

1. Generalities of ELT Discourse
2. Categories of Teachers' Verbal Behaviour
3. Reflective Observation in the EL Classroom

It should be mentioned that according to their character and goals all thematic blocks of the course are practice-oriented.

In the first block, special attention is paid to the ELT Discourse, its main characteristics and genres; verbal and non-verbal means of expression in ELT Discourse; ELT Discourse organization on various English language proficiency levels; the interaction analysis researches (Moskowitz's FLint (Foreign Language interaction analysis system [22]). In-depth analysis of the authentic ELT Discourse promotes better understanding of modifications in teacher's speech, the necessity of code-switching, awareness of teach-

er talk time limits, realizing the unity of verbal and non-verbal means of communication. This theoretical input is considered to be quite important, as it ensures extending MA students' knowledge in the ELT Discourse.

The second thematic block concerns categories of teachers' verbal behaviour in the classroom (questioning/eliciting, responding to learners' contributions, presenting/explaining, organizing/giving instructions, evaluating/correcting, sociating/establishing and maintaining classroom rapport [12]); principles of the choice of optimal speech techniques in a communicative situation.

In the third block, MA students' attention is focused on promoting reflection on one's teaching performance as a means to develop and improve their skills of running an interactive class in the English language. They are engaged in observation and reflection on the real classroom teaching through teacher talk and learners' reaction. According to Gebhard (1996) "one way teachers can gain awareness of their teaching is to observe other teachers" [17, p. 34], and "a second approach to awareness of teaching is self-observation" [17, p. 37]. Fanselow (1988) states teachers have the chance to construct and reconstruct their own knowledge, when they observe others to gain self-knowledge [16]. Analyzing reflection in teacher education, Calderhead & Gates (1993) consider it as a means that helps teachers to analyze, discuss, control and change their own practical teaching using analytical approach to education [13]. Thus, practice in reflection is an important part of students' cognitive activity. It provides the position "I am an EL teacher" and helps MA students to form their own professional speech competence. Having formed the ability of reflective evaluation, the prospective teachers will be able to monitor their teaching practices, to identify difficulties and challenges, to evaluate and control their professional development and personal achievements and on this basis to master their own verbal behaviour. Despite the objective demands foreign language department graduates are seldom adequately prepared for organizing not only others', but also self-reflection. That is the reason why in this section we recommend students the workshops and the complex of special activities for their professional development through reflective observation with specific reference to language use.

Organizational forms in the course suggested are mini-lectures, workshops, practical classes and students' self-study. The peculiarities of the course are as follows:

– it is focused on students' autonomy (Solovova (2004) [7]);

– the function of a teacher of the course is changed from a teacher-mentor to a teacher-mediator;

– it implies performance of highly interactive activities;

– the course is presented in English.

The course is implemented in second semester at the 1st year of Master's degree program. It suggests 90 hours, 3 credits ECTS. According to the curriculum it is interrupted by teaching practice. Thus, students have an opportunity to implement the material of the course during their

teaching practice and then to exemplify their development and achievements as a result of reflection and self-evaluation, to discuss their immediate impressions and questions after it at the classes left.

The course begins with orientation period – the teacher familiarizes students with the course program and main requirements, presents the introductory lecture and discusses the staff of project groups.

During the course study MA students work in project groups of three. Before starting every thematic block, the group is given a preliminary individual plan with the list of tasks. Students discuss the plan with the teacher and it may be modified if necessary. The tasks include the list of themes that they should study and then elucidate the material analyzed. In their work students are guided by the list of recommended literature and Internet resources. The results of the project group work students present in a form of mini-lecture according to the plan. It is possible for the project group to choose one speaker or to present their material together. Afterwards, the total-group discussion of a generalizing character follows. MA students get new information from their peers, have an opportunity to qualify or justify their own views in light of the information presented, and ask questions that help them to summarize the information. The results of the total-group discussion may be fixed in a form of a scheme, mind map or conceptual map. The class may suggest 1-4 mini-lectures. It may be the presentation of the same theme by different project groups as well as the mini-lectures each of which discloses an important aspect within a theme studied. Also students are offered the whole group activities that are not included in their group-plan and are given as a part of home work or a class work.

The teacher advises the students in the course of training, helps them to find the material, and discusses the plan/thesis of the mini-lecture with them. In the classroom the teacher adjusts the course of the lesson, she/he may take part in the discussion, direct it, ask the speaker and the whole group.

We developed a set of activities for every section by using our own personal experience in pre-service English teacher education, and contributions from the colleagues through ideas that were adapted to our needs and objectives. They are meant to challenge MA students and to interest them in becoming more aware of running classes in the English language. The following activities provide a sample of the material we have already developed.

The first thematic block "Generalities of ELT Discourse" suggests a complex of activities aimed at MA students' mastering of linguistic framework of ELT Discourse. The focus was on both lecture discourse and classroom discourse. For example, students were suggested the following activities:

✓ *Study a sample of classroom discourse video. Define the complex didactic aim of the classroom interaction determined by the aim of every part of the lesson.*

✓ *Study the piece of classroom discourse. Is the teacher's influence direct or indirect? Comment on how the teacher accepts/uses the ideas suggested by students – clarifying, building or developing these ideas?*

✓ *Study the piece of classroom discourse. Comment on the use of discourse markers.*

✓ *Analyze a sample of classroom discourse. Comment on the cases of code-switching.*

✓ *Watch the video of classroom interaction. Make a list of phrases the teacher uses criticizing students' behavior (rejecting students' behavior, trying to change the non-acceptable behavior, communicating anger/displeasure, annoyance/dissatisfaction with what students are doing).*

✓ *Analyze a sample of classroom discourse. How does the teacher accept and clarify tone of the students? In what manner? Are the feelings positive or negative? Are predicting or recalling feelings included?*

✓ *Study the piece of lecture discourse. What can you say about the lecture? Is it a) the discussion scale lecture, b) the buzz-group lecture, c) the backwards lecture? Comment on the a) lecturer's and b) students' role in the classroom. Name the type of lecturer's speech influence. Is it direct or indirect?*

✓ *Watch a sample of lecture discourse. Comment on its organization. Did introduction create interest? Did introduction preview main ideas? Did the conclusions tie the speech together? Did the lecture move smoothly from point to point? Was it easy to follow? Did the interactive markers indicate the logical and temporal relationship between parts of the lecture?*

✓ *Analyze a sample of lecture discourse. Comment on the language. What are the rhetorical means used? Why did the lecturer use them? Was the language adapted to the students' level of EL proficiency?*

The activities of the second thematic block "Categories of Teachers' Verbal Behaviour" were also mostly of analytical character. As it was mentioned above in this thematic block students studied the categories of verbal behavior: questioning/eliciting, responding to learners' contributions, presenting/explaining, organizing/giving instructions, evaluating/correcting, sociating/establishing and maintaining classroom rapport. For example, teachers' questions are "an integral part of the teaching process, questions accounting for up to a third of all teaching time, second only to the time devoted to explanation" [12]. According to Richards and Lockhart (1994) they "play a crucial role in language acquisition" [23, p. 185]. Teachers' responses to learners' language errors are also an important part of the foreign language teacher's activity. There is considerable value, therefore, in the monitoring of learner's language, its analysis and corrective feedback. Thus, MA students should not only be aware of the types of questions functioning in English and the most frequent errors committed by English language learners, but need to have developed skills of questioning and error correction, which will enable future conscious use of these categories as a teaching tool in the ELT classroom. Examples of some tasks in this section are given:

✓ *Analyze a video sample of classroom discourse.*

Identify the different categories of teachers' verbal behaviour.

✓ *Study the piece of classroom discourse. Did the teacher use checking (questioning, eliciting) techniques to focus students' attention? If he did, name them.*

✓ *Prepare a plan of the lesson and, accordingly, a list of questions following the plan at each its stage (starter questions, close-up questions, comprehension questions, probe questions etc.). Discuss the questionnaires and make necessary improvements.*

✓ *Watch a sample of classroom discourse. Was the teacher's reaction to student errors encouraging or discouraging? What way of error correction was employed in the classroom? Consider your way of student's correction in this situation.*

✓ *Read the cases listed below and give your suggestions if it necessary to correct the error and how to do it:*

a) The learners make errors because they create a deviant structure on the basis of their experience of other structures in the EL (over-generalization).

b) The learners make errors because they have not observed the form correctly.

c) The learners make errors because the activity is difficult, that is, there are many things they have to think about working over the activity (cognitive overload).

✓ *What do you know about writing correction code in teaching English? Present the codes in the margin that are used to identify the type of error in written works. In your opinion, is it necessary to use codes or individual preferred ways of correction? Should teachers just indicate the error, to indicate and to identify its kind with a symbol or to correct it? Does it depend on the proficiency level of the learner?*

✓ *Watch a sample of classroom discourse. Comment on forms of praise and reprimand used in ELT classroom. Consider your way of praising students in your classroom.*

Within the third thematic block "Reflective Observation in the EL Classroom" as a practical instrument that assists observation to help MA students to become more aware of the elusive aspects of running an interactive class in English we suggest using observation checklists and self-evaluation checklists. The task was to attend and observe some lectures/classes using the particular checklist, for example: *Observing Features of Communicative Classroom Talk; Observing the Teacher's Questioning/Eliciting Verbal Behaviour; Observing the Teacher's Presenting/Explaining Verbal Behaviour; Observing Teacher-Student Interaction; Observing Vocabulary/Grammar Lesson; Observing Oral/Dialogue-Based/Reading Lesson* etc. As a result of observation, students' project group presented a mini-lecture devoted to effective verbal techniques in a particular communicative situation. They also devised their own assessment criteria for observation and steadily enriched them. MA students were encouraged to evaluate a number of different options and then to choose the one which most suits a particular situation. They also produced observation

sheets for classes taught by their peers. At the period of their teaching practice, the students were provided with checklists for self-evaluation. Reflection on these tasks was also fostered in the practical classes.

The outlined activities gave the students an opportunity to organize their knowledge, identify and fill the gaps in their knowledge of the ELT discourse, focus on the language at the discourse level, develop professional speech competence, increase their confidence as an EL teacher providing them with plenty of practice and opportunities for professional reflection. It is necessary to mention that work in project groups at advanced level of language proved to be a rewarding experience. Work organization of such kind not only provides students' autonomy, but also encourages cooperation between students, helps them to resume more responsibility for the learning process, to reveal their creative abilities, to gain awareness of teaching, to develop as professionals in ELT.

Students' self-study during the course suggested writing the so called Reflective Journal. This technique is supposed to be quite effective for facilitating reflection. Amirhanova (2014) points out that Reflective Journal promotes such three kinds of students' reflection as reflection-before-action, reflection-in-action and reflection-after-action [1]. Considering the problems of using Reflective Journal in educational process presented by Dyment & O'Connell (2011) and their recommendations [15] we adapted this technique to our needs and objectives. Thus, our students were offered a workshop "How to Write a Reflective Journal" where we described the format and structure of the journal, explained demands to students' answers, showed the sample of the journal. For instance, within the journal structural section "Teacher's Questioning Behavior" the students answered the following questions: *How many questions did the teacher use? What types of questions were used? Which questions dominated? What was the wait-time to answer them? What were they used for?* etc. In the section "My Teaching Practice: Reflecting on the Classes" to check their own questioning behavior, MA students were offered such questions: *Were my questions whole-class or individual? Were they referential or display/procedural or learning-based questions? Which types of questions did I use most often? Which questions proved to be the most effective? How do the questions used characterize my teaching style?* etc. It should be noted that the technique mentioned stimulates and develops MA students' skills in professional reflection and encourages their observational skills.

For reports the teacher offers only directions, and MA students themselves may specify the theme, since many of them have already actively joined in pedagogical activity and can share their own know-how. It is advisable for several students to work in one direction and disclose its various aspects. For example, we offered the following themes for analysis: *"The Prosodic Means of Providing Effectiveness of Classroom Discourse", "The Treatment of Oral Errors", "A System for Improving Teacher's Questions", "Receptivity in Language Classrooms", "Truly Communicative Classroom Discourse"* etc.

Research Results

According to the curriculum at the end of the course the students are to take the examination.

We assessed the changes in the levels of MA students' professional speech competence maturity based on the results of tests offered at the first and third stages of the empirical research. The results of pre-experimental testing demonstrated that the level of students' declarative knowledge of ELT Discourse main characteristics, the norms of teachers' verbal behaviour, its general categories was sufficient in both groups, while oral testing reveal rather low level of students' skills of teacher and classroom interaction. The data of post-experimental testing showed much higher values of this parameter in EG 2 in comparison with the ones of EG 1 (see Table 1).

Table 1.

A Comparative Table of Mean Values of Pre- and Post-Experimental Testing

Index of the group	Mean coefficient of maturity			
	Pre-experimental testing		Post-experimental testing	
	Written	Oral	Written	Oral
EG 1	0,44	0,27	0,87	0,82
EG 2	0,43	0,29	0,52	0,34

Thus, the results of the experiment proved the efficacy of the suggested course for developing students' skills of realizing classroom interaction via effective classroom discourse.

Conclusion

Thus, pursuant to the objectives set the content of the course "English Language Teaching Discourse: Developing Teacher Awareness" was elaborated. Concerning our observations and the results obtained, the implementation of the special course in the curriculum may significantly improve MA students' professional speech competence as an important component of their professional education. This course adds important aspects to the modes of in-service training. The structure of the course and the range of activities offered are to improve MA student' profes-sional skills by raising their awareness of running classes in English on various English language proficiency levels. Awareness-raising is achieved in our course in a variety of ways: critical analysis and video viewing of authentic ELT Discourse, through mentor and peer observation in the classroom, through written reflection. To develop MA student' professional speech competence, the course promotes integrating their own experience of verbal behavior in the classroom with awareness regarding how language is best taught in ELT classroom at various proficiency levels.

Perspectives for further research are seen in working out a special training course for Bachelor students "Didactic Dialogical Discourse: Developing EL Teacher Awareness".

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ МОВЛЕННЄВОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ-МАГІСТРАНТІВ, МАЙБУТНІХ ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ: МОЖЛИВОСТІ, ПРОБЛЕМИ ТА РЕКОМЕНДАЦІЇ

Останнім часом спостерігається значне збільшення рівня зацікавленості в пошуку нових форм, методів та засобів оптимізації професійної підготовки майбутніх викладачів іноземної мови. Наша увага зосереджена на проблемі вдосконалення професійної мовленнєвої компетенції студентів магістратури як компоненту їх професійної підготовки. Вербальна взаємодія між викладачем та студентами становить невід'ємну частину у всіх видах діяльності в аудиторії. Відповідно, навчання дидактичного дискурсу майбутніх викладачів іноземної мови є важливою складовою їх професійної мовленнєвої компетенції. У дослідженні було використано такі методи: вивчення наукової літератури та навчальних програм, діагностичні методи (тестування, метод експертних оцінок), математична обробка експериментальних даних. Метою статті є представлення змісту та результатів перевірки ефективності спеціалізованого навчального курсу для магістрантів «Англомовний дидактичний дискурс: практичний аспект». Він спрямований на розвиток професійної мовленнєвої компетенції студентів-магістрантів, з орієнтацією на підвищення їхньої грамотності у реалізації дидактичного дискурсу в аудиторії, а також на збагачення професійно-педагогічного досвіду, на вдосконалення їх власного стилю викладання. Зміст курсу охоплює ряд основних питань з фокусом уваги на використання англомовного дидактичного дискурсу у забезпеченні взаємодії викладача та студента на занятті і включає в себе такі змістові модулі: «Англомовний дидактичний дискурс: провідні характеристики», «Комунікативна поведінка викладача», «Рефлексивні техніки спостереження». Курс має такі особливості: автономія студентів; викладач виступає не як наставник, а як посередник; динамічна єдність викладача і студентів у навчальному процесі; залучення студентів до практичної комунікативної діяльності через застосування інтерактивних технологій. Особлива увага у статті приділяється завданням, що пропонуються студентам. Результати експерименту свідчать про ефективність курсу для розвитку професійної мовленнєвої компетенції студентів-магістрантів завдяки підвищенню їх грамотності у ефективному будуванні власної мовленнєвої поведінки на занятті з англійської мови.

Ключові слова: професійна мовленнєва компетенція, студенти-магістранти, спецкурс, англомовний дидактичний дискурс, грамотність у будуванні мовленнєвої поведінки.

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