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TEACHING SPONTANEOUS COMMUNICATIONS TO STUDENTS AS AN EFFECTIVE MEANS OF FORMING SOFT SKILLS

The article proves that the methods of developing soft skills and the methods of teaching spontaneous communication in a foreign language not only have much in common, but are also closely related to each other, actively interact and stimulate mutual development. The author substantiates the thesis that language learning is fully connected with developed communicative skills, since it is not only a discipline, but also a means of communication. The idea is advanced that interactive methods of teaching spontaneous communication in native and foreign languages are recognized by modern researchers as an effective means of developing soft skills. These are such methods as "Snowball", "Brainstorming", "Idea Mat", "Oxford Debates", problem-based learning, the Callan method, the method of non-violent communication, "Four Corners", "Openwork Saw" and other basic modern technologies. The author claims that the main soft skills are developed in the process of teaching spontaneous speech. For example, critical thinking is revealed in the ability to independently solve a problem in the most rational way; creativity - during spontaneous communication; cooperation, or teamwork, is also absolutely necessary for spontaneous communication, which requires hearing correctly, understanding the interlocutor and adequately responding to his questions, and team interaction in foreign language classes allows you to form teamwork skills and the ability to perform tasks set by the team. The article states that language learning technologies and the development of flexible skills also perform an adaptive function, since relaxed spontaneous communication in a foreign language in a modern educational context not only improves language skills, but also provides emotional support.

Keywords: *soft skills, language training of students, spontaneous communication, communicative confidence, creative and critical thinking, cooperation and collaboration skills.*

Presentation of the problem. Technologies for developing flexible skills and teaching spontaneous communication in a foreign language not only have much in common, they actively interact and stimulate mutual development. Language learning is fully connected with developed communicative skills, language is not only a discipline, but also a means of communication, therefore it relies on developed flexible skills. Flexible skills are actively developed precisely in the

process of learning a foreign language, and a particularly useful language skill in this aspect is teaching spontaneous communication, which is the highest level of language proficiency. Therefore, teaching spontaneous communication in a foreign language is a fundamental tool for developing soft skills: it requires the learner to immediately adapt to the situation, make quick decisions, and interact effectively. Unlike memorized dialogues, spontaneous speech imitates real-life and professional scenarios, where the result depends not only on knowledge of grammar (hard skills), but also on flexibility and emotional intelligence. Teaching spontaneous communication and developing soft skills are connected through the creation of “stressful” but safe conditions that are as close as possible to real life. Their common features are cognitive flexibility instead of templates, critical thinking in real time, emotional intelligence and empathy, overcoming psychological barriers, and mediation skills. Since spontaneity forces the brain to abandon pre-prepared scenarios, it develops the ability to quickly switch, adapt one’s behavior to the interlocutor, and find a way out of unpredictable situations. The student does not simply reproduce speech, he analyzes information “on the fly”, builds logical arguments and evaluates the partner's reaction. This is the process of decision-making in action. Spontaneous interaction requires reading non-verbal signals, tone and emotions. Learning teaches you to feel the “social context”, which is a key aspect of soft skills. Spontaneity reduces the fear of making a mistake. Self-confidence and stress resistance develop, since the main goal is not perfect grammar, but successful communication (conveying thoughts). Misunderstandings often arise in a spontaneous discussion. The ability to explain the complex in simple words, to paraphrase and find a compromise is direct preparation for teamwork and leadership.

So, a foreign language here is not just a subject of study, but a simulator for the development of personal qualities necessary in any profession. This is what determined the choice of the article topic.

Analysis of recent research and publications. The interdependence of language learning processes and the development of flexible skills has recently been highlighted both in thorough scientific research and in popular science articles. The topic of the relationship between

foreign language learning (in particular, spontaneous communication) and the formation of soft skills is actively studied by Ukrainian and foreign scholars, especially in the context of modern higher education. M. Pohodina and K. Mankovska in the article “Development of soft skills in cadets in English classes” justify the use of interactive methods for the formation of communicative flexibility and teamwork (Погодіна, & Маньковська, 2024). N. Havryliuk in the work “Soft skills: methodology for the formation of communicative competence in teaching foreign languages to philology students” reveals the role of spontaneous communication as a basis for adaptability and critical thinking (Гаврилюк, 2024). Т. Knysh and others in the article “Features of soft skills formation during English language learning by students of non-linguistic specialties in higher education institutions” analyze how speech activity in situational tasks affects professional development (Книш, 2024). О. Glazunova et al. explore ways to develop soft skills through information technologies and communication in future IT specialists (Glazunova, Korolchuk, Voloshyna, & Vakaliuk, 2022). L. Kalinina, V Papizhuk and N Prokopchuk consider interactive methods and “methodical workshop” as a means of stimulating speech interaction and personal development (Калініна, Папіжук, & Прокопчук, 2022).

As we can see, the formulated question is of interest to many scientists and practicing teachers (Hladkoskok, et al. 2022).

The aim of this study is to present at the theoretical level the results of an attempt to generalize technologies that can be used or are already used for teaching flexible skills and spontaneous communication and to assess the prospects for introducing such technologies in the practice of domestic education.

The tasks of research. The tasks of this research are: to prove that communicative, interactive methods of teaching spontaneous communication in native and foreign languages are recognized by modern researchers as an effective means of mutual development of such skills so as to describe some modern technologies of teaching spontaneous communication. Also our task is to reveal that technologies for teaching language and developing flexible skills also perform an adaptive function, since modern education in Ukraine at all levels is implemented in conditions of full-scale war.

Methods of research. The study uses theoretical methods (comparison, analysis of scientific and pedagogical literature, systematization, classification of the information obtained, its synthesis and generalization) to identify current gaps in the teaching both flexible skills and spontaneous communication. Furthermore, empirical methods, in particular, the method of pedagogical modeling, observations, conversations, questionnaires and the study of pedagogical experience are used to structure the target, content and operational-activity components of the methodological system for the development of flexible skills and spontaneous communication.

Presentation of the main material. I would like to start with a remark of how modern and relevant is the topic of developing flexible skills (soft skills) in the process of educational activity. Personally, I have several life examples when people who perfectly mastered hard skills stopped in personal and career growth precisely because of the absence or insufficient mastery of flexible skills. I once felt acutely the lack of such skills, especially considering that in order to improve the language, a foreign language teacher must actively communicate, make contact, interact with native speakers, critically evaluate his own speech, quickly and spontaneously, situationally, creatively select speech structures. Life experience is also confirmed by the results of a study conducted at Harvard University and the Stanford Research Institute, which shows that the contribution of hard skills to the professional success of an employee is only 15%, while soft skills are 85%. Actually, use all four skills that are included in the so-called 4K set, communication (communication), cooperation (cooperation, collaboration), creativity (creativity), critical thinking (critical thinking) (Hladkoskok, 2022).

Let's recall what flexible skills are. The most popular is the "4K" model, which reflects the main key competencies necessary for learning in the modern world. These include: communication, cooperation, creativity, critical thinking. This model was presented in the context of soft skills development at the Davos Forum in 2016.

Dialogicality, situationality, lack of preparation, spontaneity are the main characteristics of spontaneous speech (Colin, 2016). Each of them, in the process of learning spontaneous speech, forms the

corresponding flexible skills: dialogue requires perfect communication skills, situationality – the ability to critically evaluate the interlocutor's remark in order to adequately respond to it, spontaneity requires a creative approach in order to respond instantly, and lack of preparation – developed skills of cooperation with the environment. That is, by developing spontaneous speech, we simultaneously develop the entire spectrum of flexible skills.

Let me present the results of an attempt to generalize technologies that can be used or are already used to teach flexible skills and spontaneous communication (spontaneous speech + soft skills technologies). Most of them are described in the common textbooks of English-teaching methods, such as “Methodology of Teaching Foreign Languages and Cultures in Primary School” (Бігич, 2020).

“Brainstorming”, “Snowball”. The brainstorming method is a method of solving a specific problem through the participants’ expression of ideas and proposals for its solution. The functions of students are to spontaneously put forward ideas on the proposed topic, then to classify and analyze them for further use. The snowball method involves working first individually, then in pairs, then in groups. For example: “You are always tired, eat fast food and can’t find spare time. How can you change it? Suggest your ideas. Share them” or “Imagine that you went on holiday somewhere abroad alone. On your first day you decided to walk around the city. You went and spent on it almost all day. It’s evening and you don’t know where you’re. What are you gone do?”

“Idea Rug.” The teacher presents a problem, and students write solution ideas on colored ribbons and weave them into a rug. Sample: “Imagine that you are looking for a summer job. You go to apply for a job. The manager wants to speak with you. What will you tell him/her? Why do they need to hire you? Discuss it and suggest your ideas.» «Oxford debates». Argumentative defense of opposing positions, debates: «After watching your peers’ presentations, write a short comment: Which presentation was the most informative and why? Which presentation was the least informative?» (Гаврилюк, 2024).

Situation modeling (simulation). Situation modeling (simulation) is a model of reality. This method involves training behavior when using the participant’s skills and analyzing phenomena in safe conditions.

Also actively used are such forms of interactive communication as negotiations, case studies, interviews, etc (Phillips, 2010).

Zoom-debates, Padlet Sandbox (digital whiteboards for writing in class, for assignments and classes), virtual breakout rooms (virtual rooms where you can discuss and communicate). Example: «Imagine you are in charge of organizing a team project at your future workplace. How would you handle a conflict between two colleagues? Work in pairs: explain to your partner the structure of a persuasive essay and give feedback on their draft» (Глазунова, & Волошина, 2023).

Problem-solving tasks: «Suggest an alternative structure or visual design for this presentation to make it more engaging. Collaborate with your team to propose a solution to a global problem and present it using persuasive language. Design your own job advertisement and present it to the group. Write a creative cover letter for your dream job».

Dogme ELT: A communicative approach developed by Scott Thornbury, which is based on textbook-free learning and develops speaking skills in real-life situations without the use of textbooks. The focus shifts from theoretical materials to live conversation, developing the language that emerges in the process (Калініна, Папаїжук, & Прокопчук, 2022).

Callan Method: An intensive conversational method of learning English, developed by Robin Callan, which is based on full immersion, high-speed speech, and constant teacher-student interaction. The main goal is to teach how to think and speak English without translating in your head. Nonviolent Communication (NVC): Marshall Rosenberg's method for ecological dialogue, learned through empathy and honesty, without criticism. Structuring speech (observation, feeling, need, request) for constructive dialogue, conflict resolution taking into account the interests of all parties (Калініна, Папаїжук, & Прокопчук, 2022).

ABC Questioning. Teacher's question and answer according to the chosen letter. A – Agree: The student must express agreement with the opinion of the previous speaker and explain why. B – Build upon: The student develops the idea by adding their own examples, details, or new context. C – Challenge: The student offers an alternative point of view or questions the previous statement (constructively and with arguments). Participate in an online discussion forum, provide peer feedback, and

summarize key ideas in a follow-up post (Калініна, Папаїжук, & Прокопчук, 2022).

“SWOT analysis”, a strategic planning method. Requires a thorough assessment of all important components of the business/idea/strategy.

Strengths: Internal strengths of the company that give it an edge (e.g., a professional team, a unique product). Weaknesses: Internal problems or areas that need improvement. Opportunities: External factors that can be used for growth. Threats: External risks that may harm the project (competitors, a crisis). Present a business idea to potential investors (Klapper, 2007).

“Elevator pitch“: «A concise, 30-to-60 second persuasive speech designed to explain a business idea, product, or personal profile, aiming to spark interest and secure a follow-up conversation. It identifies a problem, offers a unique solution, and highlights value, typically used for networking, investor pitching, or job interviews. Design your own job advertisement and present it to the group» (Книш, Сімкова, & Лавриш, 2024).

"Four Corners" (interactive pedagogical exercise: corners "agree", "disagree", "partially agree", "strongly disagree", "Carousel", "Openwork saw" (study of various elements of information and mutual learning) and others (Книш, Сімкова, & Лавриш, 2024).

Though all these methods can be hardly criticized sometimes (Klapper, 2007), they are often used in everyday classroom work all over the world.

The key principles of teaching spontaneous communication/soft skills include naturalness (creating an atmosphere where mistakes are part of learning), activity (maximum involvement of students in dialogue), situationality (tying communication to real life needs), the use of non-verbal means (gestures, facial expressions and intonation to reinforce the statement).

Pedagogical conditions for implementing learning include a mandatory positive attitude towards each other, the perception of each member of the group as an equal, independent construction of skills and abilities by the method of critical attitude to the statements of others, taking into account the pluralism of opinions, approaches and their consideration in the construction of one's own statements, respectful

tolerant attitude towards opinions, solutions to other people's problems, the opportunity to learn from each other and borrow the experience of colleagues in the group.

Advice for students can include the following: use artificial intelligence, for example, Konushan – an application for learning a language with an AI-teacher, role-playing and improvisation, modeling work situations (negotiations, conflict resolution) to develop confidence, active listening, training in the ability to hear the interlocutor, non-verbal communication (gestures, facial expressions) for a better understanding of the context, spontaneous presentations: short speeches to develop creativity and speed of thinking, think in English, try to describe your actions, surroundings or plan your day in your head in English, use interactive exercises: finger/table theater, voice-over of fairy tales, "mini-performances" that relieve emotional tension, speech formulas for quickly starting, continuing or ending a conversation, pauses for reflection, gestures, facial expressions, as well as the principles of active listening, think in English: try to describe your actions, surroundings or plan your day in your head in English, speak out loud: describe pictures, retell the news or talk to yourself, use modern vocabulary: learn colloquial phrases and slang to sound natural.

From conversation clubs and platforms, we can recommend Tandem, HelloTalk, which allow you to practice with native speakers, artificial language environment: watching movies, listening to podcasts and reading aloud, the Lingbe mobile application, etc.

Conclusions. The generation that includes people born in the period from 1996 to the present day is to some extent inclusive, for which electronic communication has replaced face-to-face conversations as a way of communication, therefore, as a result, representatives of this generation lack communication skills and flexible skills. Communicative, interactive methods of teaching spontaneous communication in native and foreign languages, learning a foreign language are recognized by modern researchers as an effective means of mutual development of such skills.

I would also like to note that technologies for teaching language and developing flexible skills also perform an adaptive function. Since modern education in Ukraine at all levels is implemented in conditions

of full-scale war, relaxed spontaneous communication in a foreign language in a modern educational context not only improves language skills, but also provides emotional support, helps to reduce internal tension and anxiety, and overcome the chronic stressful state in which Ukrainian society is currently located.

Further research. Teaching spontaneous communication as a mandatory and basic component of learning a foreign language would be in great demand and would enable effective mastery of soft skills. It is possible and necessary to encourage students of pedagogical higher educational institutions to this creative work, taking into account their professional and individual preferences, aspirations and interests.

The Department of Primary Education of the Poltava V. H. Korolenko National Pedagogical University is working on developing a model of the “5-o'clock Talk” conversation club based on the “Linguistic Didactics of Primary Education” laboratory. The directions of the club's work are spontaneous speech+soft skills, as well as adaptation of the educational process to modern educational realities. The format of the club involves spontaneous discussion of general and educational topics of the choice of those present in an informal friendly atmosphere, as well as the participation of both students and teachers, as well as students from schools with an intermediate level of English.

Several trial sessions have already been successfully held. In the future, it is planned to systematically apply the above methods and technologies.

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Юлія Стуркіна

НАВЧАННЯ СПОНТАННОГО СПІЛКУВАННЯ ІНОЗЕМНОЮ МОВОЮ ЗДОБУВАЧІВ ОСВІТИ ЯК ЕФЕКТИВНИЙ ЗАСІБ ФОРМУВАННЯ SOFT SKILLS

У статті доведено, що методики розвитку м'яких навичок та методики навчання спонтанного спілкування іноземною мовою не лише мають багато спільного, але й тісно пов'язані між собою, активно взаємодіють і поєднують взаєморозвиток. Авторка обґрунтовує тезу, що навчання мови повністю пов'язане з розвинутими комунікативними навичками, оскільки це не лише дисципліна, а водночас і засіб спілкування. Просувається думка, що інтерактивні методи навчання спонтанного спілкування рідною та іноземною мовами визнаються сучасними дослідниками дієвим засобом розвитку м'яких навичок. Це такі методи, як «Снігова куля», «Мозковий штурм», «Килимок ідей», «Оксфордські дебати», проблемне навчання, метод Каллана, метод ненасильницького спілкування, «Чотири кути», «Ажурна пилка» та інші базові сучасні технології. Авторка стверджує, що основні м'які навички розвиваються у процесі навчання спонтанного мовлення. Наприклад, критичне мислення розкривається в умінні самостійного розв'язання проблемної задачі в найбільш раціональний спосіб; креативність – під час спонтанного спілкування; кооперація, або робота в команді, теж абсолютно необхідна для спонтанного спілкування, яке вимагає правильно почути, зрозуміти співбесідника та адекватно відреагувати на його запитання, а взаємодія в команді на заняттях іноземною мовою дає змогу сформувати навички спільної роботи та вміння виконувати визначені командою завдання. У статті зазначено, що технології навчання мови та розвитку гнучких навичок також виконують адаптаційну функцію, оскільки невимушене спонтанне спілкування іноземною мовою в сучасному освітньому контексті не лише вдосконалює мовні навички, а й надає емоційної підтримки.

Ключові слова: soft skills, мовна підготовка студентів, спонтанне спілкування, комунікативна впевненість, креативне та критичне мислення, вміння кооперації та співпраці.

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