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CHARACTERIZATION OF SPEECH MATERIAL ACCORDING TO THE ESSENCE OF COMPRESSIVE METHOD OF INTENSIVE FOREIGN LANGUAGES TEACHING

The article describes the characteristics of the speech material according to the methodological essence of the compressive method of intensive foreign languages teaching. Today, knowledge of foreign languages is one of the conditions for successful contacts of Ukrainians with the representatives of foreign states at both the everyday and professional levels. And most people aspire to master foreign language skills qualitatively and as quickly as possible. That is why intensive teaching methods are in the focus of many researchers nowadays. In the article, the existing intensive teaching methods are considered, their advantages and disadvantages are determined. The compressive method of intensive teaching foreign languages, introduced by prof. R. Martynova, is described in details. The aim of this work is to analyze the specificity of the speech material in accordance with the essence of the compressive method of intensive teaching English and to substantiate the possibility of its significant expansion on the basis of the introduction of linguistic material in its compressed form. The linguistic features of the English-language speech material in the light of the requirements of the compressive method have been analyzed. The semantic, structural and language aspects have been highlighted. The examples of texts and recommendations how to work with them have been presented. The effectiveness of the formation of skills of structural variation of speech based on the analyzed speech material which increases from text to text, both in volume, and in the content has been investigated.

Keywords: *intensive teaching methods, compressive method of intensive teaching foreign languages, characteristics of speech material, semantic aspect, structural aspect, linguistic aspect, assessment of language material mastering.*

Introduction

The transformational processes that are taking place today in the economic, social and cultural spheres of Ukraine put forward before the pedagogical science a set of tasks related to the renewal and reorganization of the educational sphere. The main task is to adapt the Ukrainian educational system to the educational system of the European countries. One of the conditions for such adaptation is the knowledge of foreign languages, which will help the Ukrainians to contact successfully with the representatives of other countries, both in the everyday situations and in the professional spheres, to be competitive at the labour market and to be the specialists-in-demand all over the world. Therefore, the necessity of fluent speaking in a foreign language is constantly increasing and most people are aspiring to master a foreign language at a high level and during a short-term period. That is why intensive teaching methods are in the focus of many researchers.

The scholars offer various intensive forms of teaching to be implemented into the educational process: suggestopedias (G. Lozanov [9], G. Kitaygorodskaya [2]), the essence of which lies in the disclosure and development of various spare capacities of the individual: memory, intellectual activity, creative abilities; hypnopedy (L. Bliznichenko [1]) which focuses on learning foreign languages during a natural sleep, consisting of active and passive stages which change each other successively;

relaxopedy (I. Schwartz [6]) that implies training in a state of relaxation, under the influence of autogenic training, stimulating the processes of perception, memory, attention, imagination; emotional and content influence (I. Shekhter [7]) which provides the introduction into the lesson of gaming and communicative tasks aimed at mastering the language as a means of communication and using the emotional and semantic basis for it; immersion in an artificially created language environment (J. Cummins [8], A. Plesnevich [4]) which means teaching with a complete exclusion of the mother tongue and providing students with the possibility of oral communication in an environment as close as possible to the reality.

One part of the above-mentioned methods involves activation of the subconscious things (hypnoid methods), the other one does not but focuses on the use of gaming / role-playing. In both cases they justify the need for mastering large volumes of material and its use in speech. However, after some period of time such methods turned out to be non-technological, because the memorization of large volumes of language / speech (textual) material wasn't done to a sufficient degree. Working memory kept it in an insignificant amount and for a short-term period. The students could use only this small part of the language and speech information in the process of their communication. Therefore, we consider it expedient to turn to such a form of intensive training, in which it is not necessary to learn a large amount of material, but a high

level of speech skills can be achieved during a short-time educational period.

The aim of the article is to analyze the specifics of the speech material according to the essence of the compressive method of the intensive teaching of the English language and to substantiate the possibility of its significant expansion on the basis of the introduction of linguistic material in its compressed form.

The tasks are as follows:

1) to study the existing intensive methods of teaching foreign languages and determine their advantages and disadvantages;

2) to analyze the peculiarities of intensive foreign languages teaching on the basis of the compressive method introduced by prof. R. Martynova, as an alternative way to the functioning ones;

3) to characterize the linguistic features of the English-language speech material in the light of the requirements of the compressive method taking into account semantic, structural and language aspects;

4) to investigate the effectiveness of the formation of skills of structural variation of speech based on the speech material, which increases from text to text, both in volume and in content.

Research Methods

To achieve the aim of our work, a linguistic analysis of the English-language speech material on the basis of which the intensive teaching of a foreign language in the light of the compressive method was conducted in the semantic, structural and language aspects, and the experimental teaching of students on the basis of this analyzed speech material took place.

We invited 48 students of the 4th year of study of Ushynsky University (Faculty of Philology, specialty “Ukrainian Language and Literature”, specialization “English Language”) to take part in the empirical research in order to test the effectiveness of the formation of skills of structural variation of speech based on the speech material, which is increased from text to text, both in volume and in content.

The students studied 6 topics with 173 new lexical units. The experimental training lasted for 36 hours. At its end, there were checked the following items: receptive lexical knowledge (the ability to translate words from English into Ukrainian); reproductive lexical skills (ability to translate phrases and sentences from mother tongue into English for a limited period of time); productive lexical skills (the students’ ability to produce as many sentences with every new word as they can for a limited period of time (at least 6 sentences). And, accordingly, the criteria for evaluating the acquired lexical material were as follows: receptive, reproductive and productive. The students were offered a list of all lexical units which had been studied, with each of them they were to make up 6 different-structured and different-thematic sentences for the set period of time. In total they could make up 1038 sentences. The work lasted for 3 hours. To process the

results obtained, quantitative and qualitative analysis methods were applied.

Description of the Suggested Technique

The study of the current experience in teaching foreign languages and modern trends in improving the educational process led us to the compressive method of intensive teaching foreign languages, worked out by prof. R. Martynova [3]. It is based on the synergistic interaction of large and small values, in which small values under certain circumstances can be transformed into large ones and vice versa. In this case, the volume of linguistic material is a subject to compression, and therefore there is time reduction for its learning. But at the same time the quality of speech activity does not decrease. On the contrary, it only increases due to the use of each language unit, which is under study, in its maximum possible linguistic and thematic environment. This provides the constant use of the whole volume of the material under study in various semantic aspects in speech and does not allow it to be forgotten.

The scholar states that this level of mastering the material is achieved by means of its six-stage use: 1) in the first version of its linguistic environment and its corresponding topic, which ensures the introduction of the material under study into the student’s working memory, where the information is stored no more than 8 hours; 2) in the second version, which ensures the introduction of the same material to an intermediate level of its memorization and it is stored in the memory for about 72 hours; 3) in the third version, which ensures the introduction of the same material in a long-term memory, but does not guarantee the possibility of its free use in several years; 4) in the fourth version, which ensures the introduction of the same material into a long-term memory with the guarantee of its free use at any time; 5) in the fifth version, which ensures its transition to the clichéd speech units which are ready for use in the corresponding speech situation; 6) in the sixth version, which allows its transformation: reduction, expansion, combination [3].

Hence there is a need to consider the speech material on the basis of which training according to the compressive method of intensive teaching foreign languages is conducted. There are three aspects for analysis: semantic, structural and linguistic.

As for the *semantic aspect*, it should be noted that providing a six-stage educational process, we offer special texts that are neither educational-descriptive in the form of thematic presentation, nor educational-communicative in the form of thematic clichéd dialogues. These texts are the products of real speech activity, close to the spontaneous and improvised speech of a person, which V. Skalkin defined as “an unprepared speech act, which occurs spontaneously, without its form control from the side of consciousness” [5, P. 27]. This is a real reflection of life, a natural reaction to the circumstances of the surrounding reality.

The content side of statements is formed on the basis of the interlocutors’ life experiences and on a number of

incentives. A person may feel a need: 1) to inform the partner-in-communication about something, 2) to request the necessary information, 3) to attract the partner’s attention to an object, 4) to report about his/her observations, 5) to state a fact concerning one of the interlocutors, 6) to express positive / negative emotions. It should be noted that the components of the situation in which the dialogue takes place are in a constant movement, thus a change of incentives during one act of dialogical communication occurs [5, P. 11].

The partner’s reaction is unpredictable, as in real life. Consents or refusals are not always categorical, they can be different in tone: pronounced with irony, disbelief, relief, bitterness.

The plots of the texts under analysis are based on different life situations. Accordingly, in the texts there is no binding to only one topic. The attention of the characters is constantly switching over from problem to problem, but after a certain period of time the interlocutors can return to the starting point again. At the same time, there is some dominant problem of conversation. But its discussion may involve other topics of communication. Therefore, the end

of the conversation does not mean that the speakers will not touch the previously discussed problems next time.

In order to teach such a natural communication in a foreign language and taking into account the above mentioned six educational stages introduced by prof. R. Martynova, we offer some texts (we consider it necessary to clarify that this article does not assume a description of the entire methodology for working with such texts).

The action of the first text “John’s Acquaintance with the Group” takes place in a classroom, where an academic group of students gathers to get acquainted with their new tutor. Within the framework of this topic, students must learn how: to introduce themselves in English, to present their friends, to describe family relationships, to name personal priorities, value orientations, religious beliefs, to talk about their hobbies, to inform about future plans, to describe the character of a person. The first text contains 27 new lexical units, presumably unknown to the students (they are numbered in the text). All the rest of the vocabulary in the text is supposed to be familiar to the applicants who are going to take an exam at B2 level (table 1).

Table 1.

The List of New Lexical Units from Text N1

1. to introduce	10. to be going to	19. Jew (ess)
2. a full name	11. to go in for	20. a Synagogue
3. to get acquainted with	12. hiking	21. Lutheran
4. a bachelor	13. a hobby	22. a Lutheran church
5. to be married	14. jogging	23. Catholics
6. a teenager	15. friendship	24. a Roman Catholic church
7. an adult	16. a religion	25. to respect
8. birthplace	17. Muslim	26. a tutor
9. to look like	18. a mosque	

The grammar material for the first topic is as follows: the verbs *to be*, *to have*, the constructions *there is / there are*; grammar tense *Present Indefinite*; *general, special, alternative, disjunctive questions, a question to the subject*; construction: *to be going to do something*; articles, nouns (singular / plural, possessive case), pronouns, adjectives (degrees of comparison), numerals (quantitative and ordinal).

Dean: Good morning, students. Let me introduce¹ my American colleague John Smith. His full name² is John Emmanuel Smith. This is a teacher of computer science. Please, get acquainted³ with him.

John: Hello, guys. I’m glad to meet you. You can call me John. I am 45 years old. My birthplace⁴ is San Diego, California. I’m not single⁵, I’m married⁶. I have 2 children: my son is Mike. He is a student at the University of California. And my daughter is Mary. She is 12 years old. She is a pupil. I see that you are no longer teenagers⁷. Adult⁸ people are sitting in front of me. Let’s get to know each other better. So, what is your name and how old are you?

Ann: My name is Ann. I am 20 years old.

John: And where are you from?

Ann: I’m from Kherson.

John: OK. And who is a young man next to you. Is this your brother? You are so much alike⁹.

Ann: No, this is my friend. But in the future we are going¹⁰ to get married.

John: Great. It is clear that the young man is an athlete.

Vova: Yes, you are right. I go in for¹¹ hiking¹². This is my hobby¹³.

John: My hobby is similar⁹ to yours. I do jogging¹⁴. And you, lady, what would you like to say?

Eva: I’d like to say that our group is the best in the University. Friendship¹⁵ is a very precious thing for us. In our group, there are not only Orthodox¹⁶ Ukrainians. People of different religions¹⁷ study here. We have 2 Muslims¹⁸, they go to the mosque¹⁹, one girl is Jewess²⁰, she goes to the synagogue²¹, and one guy is a Lutheran²², he goes to the Lutheran church²³. We also have some Catholics²⁴. They go to pray in the Roman Catholic

Church²⁵. We all respect²⁶ each other. I think it'll be interesting for you.

John: I hope so. We will get acquainted with you more closely in the future because I'm going to be your tutor²⁷.

In the second topic "Everyday Life" students should learn in English how: to talk about their daily routine, way of life, household duties; to describe household appliances, to share information about their pastime; to talk about preferences in clothes (classic, sports, brand, occasional styles). For this purpose, the second text "John's Acquaintance with the Students' Life in the Hostel" is

presented. There are 24 new lexical units in it. The action of the text takes place in the hostel, where most of the students live. Tutor John comes to them to get acquainted with the living conditions in it. For the English-language expression of this content, the second unit of lexical and grammatical material is proposed. The obligatory condition is activation of speaking skills based on the first topic, which causes the involvement of all lexical and grammar material from topic 1. (Due to the large volume of the text we present its fragment in the article) (Table 2).

Table 2.

The list of lexical units from text N 2.

1. hostel = dormitory	9. take-away	17. tap
2. impression	10. scheduled	18. washing machine
3. cozy	11. to keep clean	19. ironing board
4. spacious	12. weekdays	20. freezer
5. self-service	13. priority	21. security
6. problems arise	14. to earn one's living	22. accommodation
7. card-index	15. to conduct (meetings)	23. to work as a cashier
8. to order	16. appliances	24. It suits me

The grammar material for topic 2 includes: Past Indefinite, general / special /disjunctive / alternative questions, the question to the subject, regular / irregular verbs, constructions: *used to, would* + grammar material from topic 1.

John: While we are going to the hostel¹, I want to share my impressions² of the previous day. All the students *introduced* themselves to me. They told briefly about themselves. I allowed them to call me not a *full name*, but John. I am very glad to *get acquainted* with them. They asked about my marital status. I said: "I'm not *single, I am married*, and I have two children". I understand that my students are not *teenagers any more*, they are *adults*. In the group we have a guy and a girl whose *birthplace* is Kherson, they are very much alike. Now they are good friends, but in the future they *are going* to get married. The guy is an athlete, he *goes in for hiking*. I have a *similar hobby - jogging*. And I was surprised to know that in the group besides Ukrainians there are many students of other *religions*. There are 2 *Muslims*. They go to the *mosque*. One girl is *Jewish*. She goes to the *synagogue*. The guy is a *Lutheran*. He goes to the *Lutheran church*. There are also *Catholics* in the group. They go to the *Roman Catholic Church*. They all *respect* each other.

The third text "John's Acquaintance with the System of Education in Ukraine" contains the same characters, but in a different situational environment. John meets his American friend Mark, who also works in Ukraine, introduces him to his group and tells about the education system in Ukraine.

In the fourth text "Ukrainian Students' Acquaintance with the System of Education in the USA" a new situation is presented. John introduces the students to his family: his wife, son and daughter who came from America to

meet him. The son and daughter tell about the education system in the USA.

In the fifth text "Ukrainian Students' Acquaintance with the American Scientists and Their Researches" the action is focused on the meeting of the Ukrainian students with three scientists from the USA: M. Brown (who is engaged in astronautics investigations), J. Smith (whose scientific interests are related to medicine) and P. Cook (known for his research in computer technology). They tell the Ukrainian students about their scientific achievements.

In the sixth text "Students' Presence at the Scientific Congress" all the characters meet again but having another purpose. The guys come to the international congress dedicated to the development of science and technology in Ukraine and the USA, listen to scientific reports and presentations, get acquainted with famous scholars.

So, there are 6 texts with 6 different life situations. But it should be noted that every new text has topics that have already been discussed in the previous textual versions. Thus, with the help of thematic repetition, we revise the linguistic material, which have been learned. It means that all new lexical units are repeated at least 6 times in a new linguistic and thematic environment.

Let's see the example of one lexical unit (for example, *tutor*), which is used 6 times in six texts in different linguistic combinations.

1. Dear students, I'm going to be your new *tutor*.
2. Dear Dean, I'm glad that you gave me a chance to be a *tutor* in this group.
3. You know, my dear friend Mark, I'm a *tutor* of the international group.

4. (John addresses his family): Come in, my dearest, sit down at the table. This is my group, I'm working as a *tutor* here.

5. (John is speaking over the phone): Hello, Nick, this is John speaking, your *tutor*. I have some information for you.

6. I have been looking for an interesting material about the development of the Ukrainian space industry all the morning and finally found it. I'd like to make a presentation for my *tutor* who is greatly interested in this topic.

We can state that according to the proposed method of teaching, every subsequent use of a linguistic unit to be memorized increases the quality of its mastering.

As for the *structural aspect* of the speech material, it should be noted that the structure of characters' speech is unsystematic, it does not contain any obligatory elements that are repeated from text to text. The characters' speech is transformed from a dialogical form of communication into a monological one at random and vice versa.

It should be stressed that the first phrase is of great importance for the development of the dialogue. "It is both the initial speech stimulus, and the representer of the topic. The reaction of the partner must be thematically coordinated, but it is difficult to predict exactly what he/she will say. Unpredictability increases between the second and third utterances. The first partner may have a certain program, but as a rule, it is not immediately clearly disclosed" [6, P.9-10], because a person does not know what the interviewee will answer, how he/she will perceive the information, agree or reject the offer. In its turn, consent or refusal can be different in tone: uttered with irony, mistrust, relief, disbelief thus directing the conversation according to different scenarios.

There is also no specific requirement for the number of characters' utterances: one character can speak for a long time and to the point, and the second character only expresses his/her consent / disagreement with the interlocutor using monosyllabic reactions only with the purpose to maintain the conversation.

In the structure of characters' dialogical and monological statements there are affirmative, interrogative, negative constructions, imperative sentences that successively replace each other. Also we can note a skip of logically necessary elements of the phrase, absence of conjunctions, omission of some important elements, emotional break in phrases, interruption of the interlocutor's speech.

Speaking about the *linguistic aspect*, we find it reasonable to consider the lexical material first of all. We stress that the use of any linguistic unit under study occurs in the maximum possible variants of its linguistic environment. In addition, the use of every new word is worked out in connection with the previously learned units in all types of speech activity. New lexical units pass from text to text, ensuring their multi-repeated use, that is considered compulsory for the complete mastering of the material, and demonstrating their use in different contexts

and in different derived forms (to develop - development - developer - developing).

The texts are rich in oral speech formulas, with the help of which the interlocutors start, continue and finish their speeches (to begin with, I'd like to tell about, let's continue, to sum up, to finish it all), linking words that help to connect two heterogeneous themes (by the way, speaking of, according to, that reminds me of ...), elements of personal relation to the expressed idea (in my opinion, to my mind, it seems to me, fortunately, for a pity), words that help to summarize or systematize the information contained in the speech act (that's why, in short, because of that), words that help show the sequence of events in the utterances (then, after, before, in the long run), phrasal verbs (come on, come in, bring in, go in for), idiomatic expressions (to have a blue mood, to have a bee in one's bonnet, to work moonlight), slang (oldies = parents, full of beans = very energetic, it is a piece of cake = very easy), abbreviations and shortenings (prof = professor, doc = doctor, PhD), synonyms (to get = to obtain = to receive = to gain) / antonyms (to agree – to refuse; to go up – to go down).

Considering the grammar material in the texts, we note that the study of any linguistic unit occurs in all its grammar forms, which can be modified from text to text. The text for reading has a predominance of one definite grammar tense, which is trained for several lessons. However, there is also a certain number of other grammar tenses and forms in the text already known to a student. Besides, it is necessary to note the presence of phenomena that are caused by spontaneity of the speech act such as: incompleteness of sentences, self-interruption, introductory words, reduced grammar forms, ellipticity of speech, free syntactic structuring of sentences, violation of the normative word order in the sentences.

As for the *stylistic aspect*, we can mark a great number of expressive means and stylistic devices that are realized simultaneously both within one definite unit of the text and within the whole text. This is the presence of the following items: simple epithets (a cool guy, a marvelous house), similes (wow, this house is like middle ages castle, she is as fit as a fiddle, her skin is as white as snow), hyperboles (we haven't seen for ages, a sea of tears, I called you a thousand times), periphrases (I will go to powder my nose = to *the toilet*; the author of Hamlet = Shakespeare; gentlemen of the long robe = a lawyer), oxymorons (a terrible beauty, a perfect beggar), metaphors (a shadow of a smile, a gleam of hope), metonymies (I called the whole house; he was so hungry that he ate 2 plates), irony ("It must be very delightful to find oneself in cold water in winter"), repetitions (lexical, grammatical, syntactic), rhetorical questions (What should I do?).

Thus, after analyzing the speech material in the light of the requirements of the compressive method of intensive teaching, we came to the conclusion that in the semantic sense to provide a six-stage educational process, special texts that are neither educational-descriptive in the

form of thematic presentation, nor educational-communicative in the form of thematic clichéd dialogues are introduced. These texts are considered to be the products of real speech activity, close to the spontaneous and improvised speech of a person.

Structurally, the material is presented as a dialogical or monological form of communication, which is transformed into one another at random, without any obligatory elements, which can be repeated from text to text.

In the linguistic sense, there is the use of various linguistic units in all their grammar forms, which can be modified from text to text; in different derived forms; in the maximum possible variants of the linguistic environ-

ment. This organization of the speech material would provide the effective memorization of the linguistic units under study, their relatively complete mastering and the possibility of their use in various types of speech activity.

Research Results

The results of the conducted experiment to verify the level of mastering the linguistic material in the process of leaning the above-mentioned 6 thematic texts became the basis for giving such a conclusion.

The results of testing are presented in Table 3 (the names of the students are given in the form of digital numbering).

Table 3.

Formation of English Productive Lexical Skills of Students (gr.1)

Sur-names	General number of the learned words	Number of the written different-structured and multi-thematic sentences with the learned words	Sur-names	General number of the learned words	Number of the written different-structured and multi-thematic sentences with the learned words	Sur-names	General number of the learned words	Number of the written different-structured and multi-thematic sentences with the learned words
1	173	980	9	173	1038	17	173	1006
2	173	1038	10	173	1010	18	173	1002
3	173	1010	11	173	1006	19	173	1000
4	173	1001	12	173	1038	20	173	1014
5	173	888	13	173	1010	21	173	1000
6	173	1038	14	173	900	22	173	1020
7	173	1002	15	173	974	23	173	1005
8	173	1014	16	173	1038	24	173	1038
Average number of sentences per one student:						1006 sentences		

According to Table 3, all students of the first group succeeded in fulfilling the given assignment. They demonstrated the ability to produce different-structured and multi-thematic sentences with the given lexical material for the regulated period of time. On average, a student made up 1006 sentences. Thus, the degree of English productive lexical skills development in group N 1 was 96%. In group 2 students also achieved high results. On average, one student made up 999 sentences. Thus, the degree of English productive lexical skills development in group N 2 was 95%.

These data indicate that the speech material in the compressive method of intensive teaching foreign languages is organized in such a way that it provides the realization of intensive development of speech skills while the linguistic information is compressed. A topic contains 30-40 new lexical units for memorizing, but after their learning we get the 6-time increase of the speech activity due to a high degree of variational connection of these words, that confirms the effectiveness of the compressive method of intensive teaching foreign languages offered by prof. R. Martynova.

Conclusion

In our research we have come the following conclusions:

1) the existing intensive methods of teaching foreign languages have been studied and their advantages (emancipation of students in the classroom, the use of role gaming and dramatizing at the lesson, the use of computer technologies) and disadvantages (large volumes of information (300-400 words) that are introduced at the lessons simultaneously do not give students a chance to memorize all language/speech material sufficiently, and students can use only a small part of this information during communication) have been determined;

2) the peculiarities of intensive teaching foreign languages on the basis of the compressive method, which lies in compressing the material at the time of its presentation and achieving a high level of speech activity due to a high degree of variable combinations of the words have been analyzed;

3) the linguistic peculiarities of the English speech material in the light of the requirements of the compressive method of intensive foreign languages teaching have been characterized in several aspects: semantic, structural

and language. In the semantic aspect to provide a six-stage educational process, special texts that are products of human speech activity, close to the person's spontaneous speech are introduced. In the structural aspect the material is presented in a dialogical and monological forms of communication, which are transformed into one another at random, without the presence of any obligatory elements, repeated from text to text. In the language aspect there is the use of various linguistic units in all their grammatical forms, which can be modified from text to text; in different derived forms; in the maximum possible variants of the linguistic environment. The possibility of

the material significant expansion on the basis of the introduction of linguistic material in its compressed form has been substantiated;

4) the effectiveness of the formation of skills of structural variation of speech based on the speech material, which is increased from text to text, both in volume and in sense has been verified.

The analysis of the speech material, specified by the intensive compressive method of teaching, creates prerequisites for the further determining of teaching stages and structural components on each of them.

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ХАРАКТЕРИСТИКА МОВЛЕННЕВОГО МАТЕРІАЛУ В СВІТЛІ СУТНОСТІ КОМПРЕСІЙНОГО МЕТОДУ ІНТЕНСИВНОГО НАВЧАННЯ ІНОЗЕМНИХ МОВ

У статті схарактеризовано мовленнєвий матеріал у світлі методологічної сутності компресійного методу інтенсивного навчання іноземних мов. Сьогодні знання іноземних мов є однією з умов успішних контактів українців з представниками іноземних держав як на побутовому, так і на професійному рівнях. Причому більшість людей прагнуть оволодіти іншомовними мовленнєвими вміннями якісно і максимально швидко. Саме тому роль інтенсивних методів навчання знову знаходиться в центрі уваги багатьох дослідників. У роботі розглянуто наявні інтенсивні методи навчання, визначено їх переваги та недоліки з метою удосконалення на основі виявлення їх резервних можливостей. Детально описано компресійний метод інтенсивного навчання іноземних мов, запропонований проф. Р. Ю. Мартиновою, як альтернативу наявним. Метою роботи було проаналізувати специфіку мовленнєвого матеріалу відповідно до сутності компресійного методу інтенсивного навчання англійської мови та обґрунтувати можливість значного розширення мовленнєвої діяльності студентів на основі введення мовного матеріалу в його компресійній формі. Схарактеризовано лінгвістичні особливості англомовного мовленнєвого матеріалу в світлі вимог компресійного методу в смисловому (для забезпечення шестиступенного процесу навчання пропонуються спеціальні тексти, які є продуктами мовленнєвої діяльності людини, близькими до спонтанної і експромтної мови людини), в структурному (матеріалом є діалогічні і монологічні форми спілкування, які довільно трансформуються одна в іншу, без наявності будь-яких обов'язкових елементів, що повторюються з тексту в текст), в мовному (вживання різних мовних одиниць у всіх їх граматичних формах, які можуть видозмінюватися від тексту до тексту; бути в різних похідних формах; у максимально можливих варіантах лінгвістичного оточення) аспектах. Така організація мовленнєвого матеріалу в компресійному методі інтенсивного навчання англійської мови не тільки забезпечує стійке запам'ятовування мовних одиниць, що вивчаються, завдяки їх системному повторенню, а й сприяє їх повному засвоєнню і можливості використання в різноманітних видах мовленнєвої діяльності. Підставою для такого висновку стали результати проведеного експерименту з перевірки рівня засвоєння мовного матеріалу в процесі вивчення 6 тематичних текстів, які були проаналізовані.

Ключові слова: інтенсивні методи навчання, компресійний метод інтенсивного навчання іноземних мов, характеристика мовленнєвого матеріалу, змістовий аспект, структурний аспект, мовний аспект, оцінювання рівня засвоєння мовного матеріалу.

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