

Аналіз рекламного дискурсу показує, що концепт GEMÜTLICHKEIT дуже значимий у рекламі будь-яких товарів та послуг, пов'язаних із приватним життям німецького народу [4].

Таким чином, GEMÜTLICHKEIT – це складний концепт, у якому відбивається внутрішнє, душевне життя людини. У нього входять як матеріальні умови, що створюють відчуття комфорту, так і соціальні фактори, що включають невимушене дружнє спілкування.

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BUILDING A SAFE SPEAKING ENVIRONMENT TO FOSTER STUDENTS' ORAL PRODUCTION IN THE EFL CLASSROOM

Due to the rapid changes in the economic, political, and social spheres of modern society, the system of Ukrainian education has been reformed. Currently, we are working on the establishment and development of new Ukrainian schools, which create a favourable learning environment and are aimed at the development of learners' 21st century competencies. Ukraine continues to rapidly enter the world community and participates in various integration processes, thus, displaying the need in foreign languages. As English is spoken in almost every country around the world, the issue of successful communication is acutely raised.

Due to the widespread use of English as an international language, the EFL teaching process has become noticeably more complex in its goals, content, methods, etc. In general, the ultimate goal of teaching English as an international language involves the development and mastery of four main skills or learners' competencies: speaking, reading, listening, and writing, which encompass the language users' all-round language abilities. However, some authors put special emphasis on the development of speaking competence, which in professional literature is defined as “the ability to produce language in different communicative situations”. According to Chastain, speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics, and discourse [2, pp. 330-358]. More specifically, Bygates argues, that oral production is the ability to produce sentences in different types of situations [1, p. 351]. Likewise, O'Malley and Valdez say that oral production is the way people share information about things they are familiar with taking into consideration the conversations' context (O'Malley & Valdez, 1996) [1, p. 351]. Olmedo Bula considers that “oral production basically accounts for the ability to communicate effectively with others.”. He also claims that speaking is one of the most fundamental and common human behaviors. We speak on a daily basis to communicate and exchange meaningful information [1, p.351].

Although a lot of linguists have contributed to the investigation of speaking as a skill and its development during the learning process, it's quite common for students in an EFL speaking class not to have the courage to speak. Many of them feel anxious in a speaking class, hence, are likely to keep silent. Speaking is not an easy task, its mastery calls for a lot of experience and practice, while usually, the only place to practice it is an EFL classroom. Therefore, neglecting oral

production in the classroom has a bad impact on mastering the language because, in reality, effective communication is more dependent on students' speaking skills rather than on their knowledge of grammar rules or vocabulary.

The strongest argument for fostering oral production in the EFL classroom is that it prepares pupils best for what they will encounter outside the classroom. An English teacher faces important tasks which can be as the necessity to teach students to express their thoughts correctly and consistently, develop the ability to conduct and maintain a conversation on any topic, and be able to respond to the interlocutor's remarks. Therefore, an important task for the teacher is to create a safe speaking environment for communication in class using appropriate methods, approaches, and techniques.

Creating environments that encourage students to speak is cited by practitioners around the world as one of the biggest challenges. Reasons for this vary, from the insecurities that students have about speaking to the more general doubts of teachers, administrators, parents, or the students themselves as to whether time dedicated to speaking is time well spent [4, p. 2]. Therefore, the teacher must think thoroughly about how to create and maintain a favorable speaking environment in the classroom to improve the quality of development of speaking as a skill. Taking into account the psychological characteristics of each child in the classroom, establishing a good rapport with them and between them, using an individual approach to the student, encouraging, supporting, advising, and praising, as well as increasing learners' self-esteem and motivation, are pivotal components of the safe speaking environment.

Hence, *the topicality of the research* into building a safe speaking environment in the EFL classroom is stipulated by the great impact a positive speaking atmosphere in the classroom has on the development of students' speaking skills and the need to foster students' oral production in the EFL classrooms.

This paper is part of wider research that aims at exploring effective tools and techniques for the English teacher to employ in the EFL classroom in order to foster students' oral production on the basis of classroom observation and surveys. This paper *aims* to outline the importance of the creation of a safe speaking environment as the main tool for successful communication in the EFL classroom.

The positive and relaxed atmosphere in the classroom removes language barriers, as well as barriers between teacher and student. Learners should not be afraid of making mistakes or being laughed at by peers. If a safe speaking environment is created in a foreign language lesson, the learner will be motivated to learn the language not only for the sake of knowledge but also for the pleasure received. Erlam argues that engaging students in speaking tasks means treating students as language users rather than merely as language learners [3, p.289]. So, students are motivated more when they feel like equal partners in the classroom, and when they are allowed to choose the topic of the conversation or someone to work with.

Taking into account everything stated so far, the conclusion may be drawn that in terms of the new Ukrainian schools the learner is the center of the educational process. The task of the teacher is to create a safe speaking environment for students to have a desire to talk. The teacher always can help students to overcome problems and fears, motivate them, give some advice and opportunity to express themselves, provide useful materials, correct mistakes and give constructive feedback, the teacher can become, for students, the example to follow.

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