

practice of retelling is also effective, because in addition to understanding of the read or heard material it requires speech skills and thus ensures their development.

The foundation of Ukrainian-language linguistic competence is a complex of knowledge of the language system. It can be stated that the knowledge of grammar indicates to the level of knowledge of the language. The method of language learning on models works effectively for Turkic-speaking students (when students begin to build a statement based on speech models-samples though they have not yet mastered the rules), but this is not enough for students of philological faculty: they need to have a solid theoretical foundation. "The role of the initial stage in the assimilation of the grammatical structure of speech by students is crucial for the further stages of the development of the language personality", I. Ignatova believes [6]. The most difficult stage of learning the Ukrainian language by Turkic-speaking students after they have mastered the phonetic features and the concept of gender is the assimilation of cases. Knowing cases without a clear understanding of their system is impossible. Due to the difference in the case systems of the Slavic and Turkic languages, Turkish students have difficulties at this stage, so the curriculum needs to allocate enough hours to practice and fix all cases.

Difficulties also arise when studying verbs — it is difficult for Turkic-speaking students to understand the concept of perfect and imperfect forms, which do not exist in their native language. Here it is important to gradually introduce the material and its clear understanding by students. We can see that when a student does not learn the concept of a perfect/imperfect verb form during the study of this topic, he/she will continue to make mistakes during its use. When preparing teachers of Ukrainian as a foreign language, special attention should be paid to the meaning of cases and types of verbs.

Grammar teaching related to the formation of automatons is effectively carried out through imitation, substitution, transformational and reproductive training exercises that prepare students for speech activity, but given the fact that they do not arouse interest in Turkic-speaking students, it is more appropriate to minimize the number of training exercises and give preference to working with text - interactive reading, listening, or go to the practical consolidation of the material – speaking. Speaking practice requires knowledge of the material, so it is advisable to write samples of sentences on the board and highlight new grammatical constructions in a different color. Discussing grammar is another effective activity for mastering language norms. Here students justify their answer in the course of discussion, which requires knowledge of the material and understanding of all the details of using a particular construction.

At the stage of reproduction, the ability to use the learned lexical units and grammatical constructions is developed. Given the philological specialization of students in order to develop speech, it is important to give preference to creative tasks. In order for students to have more time to focus on the task, the tasks should be performed during extracurricular time and read out during the lesson, and for better assimilation of the material through emotional experiences, writing polemical works is effective.

Final and intermediate control is a mandatory component of the formation of linguistic competence of Turkic-speaking students, it motivates them and provides purposefulness. "When assessing the formation of foreign language communicative competence, content, coherence, compliance with phonetic norms, grammatical correctness, and lexical adequacy are taken into account. ... That is, the learned word itself does not yet mean the formation of elements of lexical and grammatical competence" [5].

Effective formation of Ukrainian linguistic competence in Turkic-speaking Philology students involves knowledge of the gender of nouns, overcoming phonetic

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interference, systematic accumulation and expansion of vocabulary, understanding the morphology of words, knowledge of the case system, understanding and correct application of perfect and imperfect verbs, the use of learned lexical units and grammatical structures at the level of automatism. To develop this knowledge and skills, a comprehensive systematic approach is required: a thorough study of phonetics, grammar and syntax within separate subjects. The use of the methods described above will contribute to the formation of the ability to operate the linguistic apparatus, which in turn forms linguistic competence.

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## METHODS OF COLLECTING MATERIAL FOR SPEECH DESCRIPTION

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Methodology of descriptions of dialect still continues to be a "white spot" in its theoretical sphere: works on this issue are practically absent, range of methods of description of any language formation is not formed, there is no their single interpretation and systematic exposition (which is not identical to typological).

Some observations in the direction of description are presented in the works of prominent linguists of past centuries e.g. W. Humboldt, E. Sepir. Considering individual fundamentals' positions of linguistic science, define the main of them:

1. The choice of the object to be studied should be based on the ability to document all units of the language system.

2. Collecting of material is complicated, on the one hand, «due to its specifically transient nature» [5] and on the other - absolutely consuming recording of natural, unforced texts in terms of the contact picker with representatives of the community, a member of which he does not have (their range is wide - from representatives of other professions, social groups to family groups, ritual ceremonies), and in the situations of open «fixing language in its synchronic cut» [Ibid].

3. The analysis of the material is complicated by the choice of methods of this «multifaceted object of study, difficulties in distinguishing between social and individual determinants of language» [5], other factors influencing native speakers, which characterizes the study as «too empirical» [2].

Axiomatic is the scientific statement that the objectivity and reliability of the collected dialect data directly depends on the methods of their collection, undoubtedly known to dialectology as a branch of linguistic science. Nowadays foreign (R. I. Avanesov, O. Y. Blinova, T. S. Kogotkova, B. A. Larin, I. A. Ossovetsky, O. E. Kibrik, etc.) and Ukrainian (Y. O. Dzendzelovsky, M. V. Nikonchuk, G. L. Arkushin) dialectologists have already developed general principles for collecting dialect material.

The definition of linguistic objects for research on the basis of speech discourse can be reduced to two types of linguistic personalities, which can be methodologically qualified as model constructs – real and "collective" (sociolinguistic groups) linguistic personalities [6]).

When collecting the material of speech as a linguistic phenomenon, we have models of two types of linguistic facts – real and artistic. Thus, the collection of linguistic facts of speech discourse is a continuous or limited certain conditions sample of the studied units of analysis. This, in our approach, memoirs and sources and private documents and real or completed questionnaires are "collective" products of dialect speech.

The amount and nature of information about the current state of speech is determined by the degree of proximity of the researcher to the selected object. During direct communication with native speakers it is possible as a direct observation of the way of life, actions, circle of communication, etc. respondents, as well as collecting material of all types of broadcasting, attracting data from other sources, etc.

Among modern methods of collecting language material, the most covered is continuous observation - universal for describing speech of any type (it is not only language material, fixation of "language life", but also worldview spectrum, extralinguistic vision, etc.), including speech, because it provides a high degree of reliability of the conclusions, despite the complexity of use.

The main method of collecting, for example, lexical material is inclusion in linguistic existence. Active in the typological description of speech, this method is additional to mono-verbal description.

These methods are complemented by traditional methods of observation without complicity, direct questioning, linguistic interviewing, testing, which help to collect material from a particular language system.

The collection of material can also be done by various experimental methods, which are usually focused on obtaining specific, but, unfortunately, little studied in the field of dialectal information from native speakers and literary language. This is an associative experiment (allocation of the core of the lexicon of speakers), an experiment of creation by speakers of spoken texts (oral and written – works, translations), an experiment analysis of literary, folklore works of various genres, concluded by speakers, which serve as material for further analysis.

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In our opinion, just an initial linguistic isolation language units from the text is not enough for descriptive lexicographing [1]. In the full description of speech on the basis of collected data in the form of texts of different volumes, precedent texts, fixations of spontaneous speech, it is mandatory to include in the full dictionary of speech: a) words in their traditional sense; b) word forms ("grammatical constructions" [7], [4]) and collocation speech (words and forms of words that convey the basic content of the text) and opportunistic speech units that do not transmit content of reported information and help structure the discourse (insert, modal words, conjunctions, particles, "verbalized pauses of hesitation") [3]; 3) non-verbal sound elements, such as laughter, coughing, "nonverbal hesitations".

Thus, these methods of collecting of material make it possible to quickly obtain purposefully grouped data on the required linguist in the problem: the definition of linguistic objects and linguistic facts in a sample of the studied units of analysis; using modern methods of collecting of linguistic material: continuous monitoring, including language in existence, experimental methods, etc., and the reception along with observation with no interacting, direct surveys, interviews, testing. From the methods of collecting and fixing language units depends on embracing descriptive lexicographing dialect as the language system.

In our opinion, only the primary linguistic isolation of language units from the text is insufficient for descriptive lexicography [1]. In the full description of speech on the basis of collected data in the form of different volumes of texts, precedent texts, fixations of spontaneous speech, it is mandatory to include in the full dictionary of speech: a) words in their traditional sense; b) word forms ("grammatical constructions" [7], [4]) and collocations (speech (words and word forms that convey the main content of the text) and conditional speech units that do not convey the content of the message, but help to structure the discourse (insert , modal words, conjunctions, particles, as well as so-called "verbalized pauses of hesitation") [3], c) non-verbal sound elements, such as laughter, coughing, "nonverbal hesitations".

Thus, these methods of collecting material make it possible to quickly obtain purposefully grouped data on the problem needed by the linguist: the definition of linguistic objects and linguistic facts in a sample of the studied units of analysis; use of modern methods of collecting language material: continuous observation, inclusion in language existence, experimental methods, etc., as well as methods of observation without complicity, direct questioning, linguistic interviewing, testing. The comprehensiveness of descriptive lexicography of speech as a language system depends on the method of collecting and fixing language units.

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