DEVELOPMENT OF SPONTANEOUS FOREIGN LANGUAGE SPEECH IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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ABSTRACT

The target article discusses the problem of spontaneous foreign language speech development in the process of a foreign language teaching in a technical university. Features of selection of language material and methods of teaching are considered which help to bring students closer to the conditions of foreign language use in real life situations. The author of the article suggests the main directions of modernization of the process of practical training of unprepared spontaneous foreign language speech.

KEYWORDS: *Spontaneous speech development, foreign language, learning process, technical directions, teaching methods and techniques, selection of language material, students, technical, communication, speech activity.*

DISCUSSION

It is known that everyone wants to speak fluently a foreign language when starting learning it. It follows that speaking plays one of the most important roles in learning a foreign language. Traditionally, teaching a foreign language in a non-linguistic university was focused on reading, understanding and translation of special texts, as well as studying the problems of scientific style syntax. Now it is necessary to think about shifting the emphasis in teaching to the development of speaking skills on professional topics and scientific discussions [1].

Speech is defined as "a type of activity of members of society, which is manifested in the use of language (both orally and in writing) in the processes of communication and thinking. Speech activity is carried out in accordance with certain rules (lexical phonetic, morphological and syntactical) inherent in a given language" [4].

Learning to speak is an important but also complex process as there are difficulties that arise in learning to speak:

1) Most students are shy about speaking a foreign language for fear of making mistakes. This is especially true in the early stages, as they are afraid to be criticized by the teacher and students.

2. Students are afraid that their vocabulary is not sufficient to enter into communication.

3. Students do not have enough information on the subject under discussion and in their native language.

4. In a pair-work, students often switch to using their native language and make many mistakes.

To solve the problem of speech development, all teaching of a foreign language should be even more subordinated to the principle of speech orientation. Speech orientation refers to the construction of the learning process in which students use a foreign language as a means of communication in conditions as close to life as possible. In other words, both the selection of language material and the methods of working with it should bring the student as close as possible to the conditions of language use in real life situations [2].

The main directions of modernization of the process of teaching spontaneous foreign language speech are: the correct organization of the development of speech skills and abilities; increasing the efficiency of independent and laboratory work of students and a wide introduction of modern technical means of teaching [5]; intensification of the whole educational process [7].

Development of speech skills and abilities is impossible without the correct solution of the question about the system of exercises, which should

be applied in teaching students a foreign language. The main work on automation of speech skills falls on classroom classes. Before practicing speech skills, it is necessary to introduce and activate certain knowledge - phonetic, lexical and grammatical - and to develop the skills to use certain language material. Students then perform exercises that prepare them for spontaneous speech, such as reproducing a listened unfamiliar text on a question, plan, or picture in class; interpreting a text; formulating the main idea of a text or paragraph in a short form; posing questions to a text; translations; prepared oral presentations, reports, abstracting a foreign text read at a rapid pace, transmitting the content of a slide presentation, etc. These exercises allow you to put students in a speech situation that allows them to use previously acquired language material in the flow of speech.

Spontaneous speech is characterized by unpreparedness not only of the language form, but also of the content of the statement, as this speech makes the student express his thoughts or understand other people's speech depending on the emerging speech situation and respond quickly to its changes [8]. Such training is possible only if there is a language environment, a language team, which is a language group led by an instructor.

In the process of searching for ways to improve the skills and abilities of unprepared speech, the need to use a special type of classes - free speech classes is identified. However, the traditional method of this type of lessons does not always correspond to its name, as it does not provide a genuine ability to speak freely on a topic. To prove this point, let us turn to the traditional method of conducting a lesson on free speech. Usually the teacher in advance recommends to students an educational material: educational texts, the articles published both in domestic, and in a foreign press, separate stories, phonograms, various directories etc. Students prepare reports, short stories, paraphrases by topics. In fact, the lesson of free conversation turns into a test of pre-prepared messages. Sometimes students' answers are enlivened by questions from the instructor and other students, individual clarifications, student involvement in explanations of mistakes, and brief assessments of speeches.

This type of lesson organization can't have a significant effect on the development of students' unprepared speech for the following reasons:

- there is no lively, relaxed conversation among students in this type of class, which is the most effective form for developing the skills and abilities of students to communicate spontaneously;
- teachers do not create a real environment or an analogue for organizing conversation, so students do not feel the need to express their thoughts.

- the uniformity in the teaching of this type of lessons reduces the interest and activity of students.

The diversity of texts, their cognitive value, as well as the gradual transition from the everyday aspects of conversation to deeper problems, contribute to the broadening of students' horizons. To master the spoken language, systematic work is also needed to develop the ability to think logically and convincingly in a foreign language. This skill can be developed through certain exercises. Above all, however, these qualities are developed through discussions [9]. A lot of discussions, arguments, and discussions are the best training for the ability to express oneself clearly in the language. The conversations and preparation for them will teach students to clearly articulate their point of view and to find arguments to justify it.

The development of untrained foreign language speech is also effective through the use of specially selected material for individual reading. For individual reading classes, students are initially asked to highlight key issues in the text they read. Episodes from the text are selected for these questions, i.e. students do not simply convey the content of the text, but interpret it according to their understanding of the author's intention. The work is gradually becoming more complicated. The teacher begins to interrupt the sequence of messages with questions to the whole group. Students should answer these questions using the appropriate part of their prepared message. Soon students begin to supplement the messages of their classmates on their own initiative, using the material they have prepared, and then, following the example of the instructor, begin to ask questions. The set of consistent messages gradually becomes a conversation.

As students' horizons expand, the content of the conversation changes. Students should move from describing facts, events, and specific information to assessing them, formulating their own opinion, to discussing and arguing about them. The more serious and in-depth issue is discussed, the deeper and more subtle the language requires. At the same time, students' interest in the content of classes encourages active learning of language forms.

CONCLUSION

Thus, the purpose of foreign language teaching is to form communicative and professional competence of students for its practical realization in oral speech.

The substantive and linguistic value of training exercises is of great importance in teaching speaking is, speech situations, as well as role and business games, on the basis of which students are taught to speak. It is necessary to teach students to

think independently, to argue and ask a teacher questions, to use creative games. At the lessons it is desirable to widely use situational tasks, various methods of communicatively-oriented learning: exchange of opinions, discussions, improvisation, free communication of participants.

Therefore teaching students spontaneous unprepared foreign language skills should be seen as a unified process of improving students' level of thinking and the related level of speech development as a means of communication and thinking.

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