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DEVELOPMENT OF UNTRAINED SPEECH IN ENGLISH LESSONS USING EXERCISES

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Defining the concept of untrained speech is the ultimate purpose of teaching oral speech activity. That is why untrained speech is not only theoretical, but also is considerable practical interest. The content of the concept of "untrained speech" largely determines the construction of a rational system of exercises, and, consequently, the success in teaching this type of speech activity. An insufficiently clear distinction between the concepts of untrained and trained speech is fraught with great danger. Mixing them can lead to unacceptable substitution of one type of exercise for another. [1]

There are many definitions of untrained speech.

S. M. Manuylov believes that untrained speech is "an impromptu speech activity that requires the use of the studied material in previously unknown situational combinations" [2]

L. K. levay is of the opinion that "untrained speech is a spontaneous speech activity based on the speaker's own speech initiative and on his ability to improvise" [3]

V. I. Shkapurin calls untrained speech spontaneous and defines it as the ability to express freely by means of a foreign language any thought within the scope of the program's subject phonetically and grammatically correctly."

From the point of view of psychology, untrained speech is a natural activity, the need for which is dictated by the real communicative needs of people - their desire to communicate or learn something new in the objects and phenomena of the surrounding world. In accordance with this, the method of teaching this type of speech activity distinguishes two sides of untrained speech: speaking and understanding by ear (listening). Thus, in the methodology, the training of untrained speech means natural speech activity, which involves a level of development of skills and abilities, in which the trainee is able to apply the studied language material in order to carry out real communication almost without error and at a natural pace of speaking. This level of language proficiency allows the student to rely on the formed speech automatisms when building his own utterance and to concentrate fully not on the form but on the content of the utterance [4].

As it is known, an exercise in psychology is understood as a certain way organized multiple performance of an action aimed at mastering the action itself[5].In turn, in the methodology, an exercise is understood not only as something related to training, but any form of interaction between the teacher and students, mediated by the educational material and having a structure: statement of the task, instructions on the way to solve it (supports, influences), its solution and control [5]. Therefore, to master untrained speech, first of all, you need exercises in the actual untrained speech activity. These exercises should recreate the conditions of real communication as much as possible, so

they are called natural-communicative. Most often, these exercises consist of a teacher's communicative task and a student's statement. The communicative task motivates the student's statement. [2].

In the methodological literature, there are works devoted to the problem of defining the concept of "untrained speech". This is not surprising, since the latter is the ultimate purpose of teaching oral speech. The abundance of terms used to denote the concept of "untrained speech" is striking: "spontaneous speech", "improvised speech", "impromptu speech", "free conversation".

P. B. Gurvich and R. Z. Shlyamberg in the article "Problems of definition of untrained speech and some methodological conclusions related to it", convincingly proved that these terms can not be used as a synonym for the concept of "untrained speech". They proposed the following definition: "By untrained speech we mean a level of knowledge of a foreign language at which the speaker is able to use the learned language material in previously uncommon combinations without preparation in time and without direct promptings of the interlocutor to speak."

The authors believe that the ability to speak quickly and without preparation in time is impromptu speech. The ability to combine, i.e. combination unpreparedness, is improvisation of speech. The ability to start and continue a conversation proactively is the spontaneity of speech. Thus, impromptu, improvisation and spontaneity are the three aspects of the component parts of untrained speech.

As Obnosov N. S. rightly notes in his article "On the content of the concept of untrained speech and the classification of exercises aimed at its development", this definition of untrained speech is not enough, since the authors emphasize only the initiative of speaking, i.e. the ability to initiate or continue a conversation, but do not take into account the need to quickly respond to the prompting from the interlocutor [1].

The author believes that the ability to quickly respond to the speech of the interlocutor is one of the most important skills of students. Therefore, a clear system of exercises is necessary to develop both the skills of initiative speaking, and the ability to quickly respond to the speech of the interlocutor.

Obnosov N. S. in the above article says that "untrained speech is a natural speech activity, the need for which is dictated by the real communicative needs of people" [1].

Therefore, it seems that speech as a means of communication, as a "natural speech activity" in the classroom is very difficult to create, because there are not very many real situations that would make speech in the educational process a means of communication. In the classroom, there is an educational speech that differs from speech in a foreign language as a means of communication.

At the advanced stage of training, the learning speech is as close as possible to the natural speech activity. This process should be fully promoted.

Obnosov N. S. is right when he points out that the main signs of untrained speech from a psychological point of view are the following: "1. its design, both in terms of content and in relation to the language occurs almost simultaneously with the moment of utterance. 2. Judgments expressed in the course of untrained speech activity are always the thoughts of the speaker or their own interpretations of the thoughts of other people" [1]. The first point is particularly important, since it accordingly distinguishes untrained speech from prepared speech. The second provision does not take into account the fact that judgments in both native and foreign languages can be expressed in two ways. In one case, the content of an utterance is formed with the help of thoughts-memories, which

are reproduced in the course of speech without much difficulty, almost automatically. In the other case, there is a strenuous work of consciousness, since various mental operations are performed here: comparisons, generalizations, deductions of consequences, and other logical operations. The quality of speech in both cases will be different.

When determining the correctness of an untrained speech, it should be considered that it should not be absolutely, but practically infallible. Mistakes like "reservations" are allowed in foreign language speech, as well as small pauses, especially if the utterance is based on certain mental operations.

So, the main difference between untrained speech and trained speech is that in untrained speech, thinking focuses on the content of the utterance, and language design is subconscious due to the fact that high automation of speech skills has been achieved. Since there are two ways to express your own thoughts, the system of exercises for the development of untrained speech should be built with these two methods in mind.

Exercises for teaching untrained speech differ, therefore, a) in the novelty of information necessary for modeling the needs of speech activity; b) in more diverse forms of flow (transmission and request of information, own judgment, evaluation, commenting, etc.).

All of the above exercises must also meet the following requirements: be feasible in terms of volume, take into account the gradual increase in difficulties (in terms of material, conditions of performance and the nature of speech activity), appeal to different types of memory, perception and thinking, be purposeful and motivated (which implies the formulation of the final or intermediate goals of the exercise), activate the activities of students, contain life and typical examples and situations.

Speech exercises are divided into forming a) trained and b) untrained speech.

The other side of phasing is the close relationship between preparatory and speech exercises, which is manifested in the fact that the same material being worked out must pass through both the training stage and the stage of using it in speech activities that are close to natural.

Equally important is the question of balancing language and speech exercises. The previous opinion that training exercises should prevail, since they contribute to the development of speech mechanisms on which speech is based, is justly criticized in the methodological literature. The practice of teaching foreign languages and experimental data strongly suggest that the proportion of preparatory exercises (especially formal ones) can be significantly reduced [6].

Taking into account the peculiarities of speaking as a type of speech activity, it can be stated that an unprepared dialogic and monological utterance is formed in the following sequence.

The description of speech exercises is advisable to start with the analysis of definitions, "untrained speech", contrasted by a number of features.

The main parameters are untrained speech: the linguistic correctness of the statements; absence of specified material and specified content; the expression of thought; situational-contextual nature of speech, the ability to define logic statements; the presence of a high level of speech mechanisms; speech work; a natural tempo, etc.

Most of the selected features are controversial if we try to compare dialogic speech with monologue, on the one hand, and untrained speech at different stages of training, on the other.

It is known that untrained speech is formed under the influence of internal and external stimuli. In dialogical speech, stimuli cause the listener's reaction (expression of their agreement or disagreement, refutation or addition, confusion, etc.).

Dialogic speech is characterized by the interaction of the processes of understanding and utterance, the specificity of the situation and the possibility of its rapid change, the need to switch from one thought process to another. Reactive and proactive speech is intertwined here.

In monologue speech, external and internal stimuli cause a coherent statement that requires completeness of accounting for relationships with a partner or audience, narrative style, etc. The presence of a given material depends on the stage of training, the complexity and amount of information. In the educational process, such a situation rarely arises in which the speaker uses completely new material that was not in his speech experience. The memory, mainly long-term, reproduces learned words, patterns, combinations, stamps and whole phrases. Depending on the situation of communication, a set of ready-made operational units in memory and knowledge of the rules, the Speaker forms new signs by analogy with past experience. At any level of utterance (word, syntagma, phrase), this process is creative, but in unprepared speech, creativity finds a more complete expression.

Untrained speech is, therefore, in constant development and improvement, and it is hardly possible to describe it with the help of constant signs. In high school students, it can generally be characterized by insufficient content, lack of consistency and evidence in judgments, stylistic neutrality, and insignificant generality.

Constant language lessons contribute, as we know, to the reconstruction of memory, which acquires a mediated logical character; they teach analytical thinking. Adult students, as shown by observations of psychologists and practical teachers, tend to re-construct a speech message based on in-depth analysis and internal logic, with semantic selection and a certain grouping.

Evaluation of what has been listened to (or read) is associated with a more complete generalization, and relatively easy orientation in the context of different sizes and freedom in operating the material make unprepared statements of high school students who perform well a qualitatively new level of speech activity.

Therefore, parameters such as natural pace, linguistic correctness, the ability to determine the logical scheme of utterance and a high degree of development of speech skills are equally characteristic of both prepared and untrained speech, so it is necessary to distinguish between constant and variable signs of these two types of speech.

Permanent signs include independence and creativity, lack of preliminary training and given material.

Variable characteristics include the presence or absence of content; emotionality and imagery, initiative and spontaneity [6].

Below is a list of exercises for teaching untrained speech.

Exercises for teaching untrained dialogic speech:

- making reasoned answers to questions; conducting combined dialogues (with remarks and comments from other students);

- building a managed dialog without preliminary preparation (with or without supports);

- conducting question-and-answer games or quizzes; conducting a discussion or debate.

Exercises for teaching untrained monologue speech:

- inventing a title and its justification; description of a picture or caricature that is not related to the studied topic;

- creating a similar situation based on what you have previously listened to or read;

- justification of your own judgment or attitude to the facts;
- definition and justification of the quintessence of an utterance;
- characteristics of actors (places of action, epochs, etc.);
- evaluation of what you have listened to or read;
- Preparation of short ads and texts and postcards.

Exercises for teaching untrained speech differ, therefore, a) in the novelty of information necessary for modeling the needs of speech activity; b) in more diverse forms of flow (transmission and request of information, own judgment, evaluation, commenting, etc.).

All of the above exercises must also meet the following requirements: be feasible in terms of volume, take into account the gradual increase in difficulties (in terms of material, conditions of performance and the nature of speech activity), appeal to different types of memory, perception and thinking, be purposeful and motivated (which implies the formulation of the final or intermediate goals of the exercise), activate the activities of students, contain life and typical examples and situations.

Thus, exercises aimed at the development of untrained speech contributes to the intensification of the educational process, as well as reducing the total time spent learning oral speech in a foreign language. This is why the classification of exercises is very important, but, of course, this is not the only problem associated with the development of untrained speech.

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