

НАУКОВІ ДОПОВІДІ

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DEVELOPING SPONTANEOUS SPEECH SKILLS IN ESP CLASSES

One of the main tasks of the educational organizations of the Ministry of Internal Affairs of Ukraine is to train competent, responsible police officers capable of working at the level of international standards. By developing linguistic culture through the study of foreign languages, police officers acquire professional communication skills. The basis of professional legal culture is linguistic culture, which is realized in the ability to select and use optimal language means in each specific situation of law-making and law enforcement in both Ukrainian and foreign languages. The ability to choose and use optimal language means in each specific situation implies the ability to produce spontaneous speech. The reality is that in law enforcement activity spontaneous speaking is much more prevalent than planned speaking (e.g., presentations). The problem is that when students find themselves in a spontaneous speaking situation, they have to do two things simultaneously: they have to figure out what to say and how to say it. Spontaneous professionally oriented foreign language speech requires complex linguistic and mental operations, for which most students of higher education institutions of the Ministry of Internal Affairs turn out to be unprepared.

Scholars (I. Zymnia, P. Halperin, O. Leontiev and others) emphasize that a condition for successful acquisition of a foreign language is communicative competence in the native language, knowledge of the peculiarities of its construction will contribute to the awareness of one's own mental actions in the process of studying the formal structure and meanings of lexical units of a foreign language. If a person is unable, due to some of his/her psychological characteristics, to spontaneously express his/her thoughts during a business meeting, presentation, written business spontaneous communication in a chat room, or answer questions from the audience after a report in his/her native language, he/she will not be able to do so in a foreign language. Teaching students to speak spontaneously in a foreign language is a holistic process of increasing their level of thinking, which aims to remove the psychological barriers that arise for learners when learning a foreign language. Another problem that students must overcome when learning English as a foreign language is the assumption that students are used to speaking their own language while learning English [1].

Developing spontaneous ESP speech skills requires targeted and consistent training. Spontaneous speech can be dialogic and monologic, oral and written with the use of modern technologies. The ability to engage in free, spontaneous,

professionally oriented foreign language communication with flexible and correct use of professionally oriented lexical repertoire and grammatical structures is achieved with great effort only after a certain period of time as a result of constant training in speech activity in ESP classes. Pearson, the global education publisher identifies three main reasons why teachers should prioritize spontaneous talk:

- Students equate the ability to speak in the target language with learning the language – it is the subject to them.
- Students believe that what they can produce in unrehearsed situations is what they really know.
- Theories of language learning prioritize such impromptu interactions as the primary site of learning [2, p.1]

The development of spontaneous speaking skills in ESP classes has the following genesis: *conditioned communicative exercises* (students receive a lot of prompting and support) → *communicative exercises* (opportunities for extensive language practice and encouragement of students to be bold and take risks) → *communicative situations* (teachers should monitor students' performance, but without constantly correcting mistakes) → *spontaneous speaking* (teachers should ensure that spontaneous speaking in the target language is used whenever and wherever possible). There are several ways to develop professionally orientated spontaneous speaking skills in ESP classes:

- Asking a student to respond immediately to a question.
- “Table topics” technology. Professionally oriented topics for discussion are written on sheets of paper, which are placed in a box in the center of the table. Participants each take a piece of paper and in 2-3 minutes start talking about the topic written on the paper.
- PREP is a mnemonic device for the 4 stage process of spontaneous speaking: stating your **Point** or position, based on the raised question or topic; giving a **Reason** for your opinion; stating an **Example** to illustrate this; restating the **Position** for emphasis.
- Public speaking competition.
- Immediate email answers, text messaging, etc.
- Professionally oriented storytelling. The story doesn't even have to be factual, but it does need to be engaging.
- Job related role - playing games.

Spontaneous speaking is the best way to master ESP. When students can speak spontaneously and quickly, they defeat their fear of speaking English and become confident in the language.

References:

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