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STRATEGIES FOR BUILDING SPONTANEOUS ORAL COMMUNICATION SKILLS

В статье рассматриваются различные педагогические приёмы развития навыков неподготовленной речи на иностранном языке. Основное внимание уделяется преодолению языкового барьера и облегчению практического общения путём перехода от автоматизированных речевых навыков к творческой коммуникации и речевым навыкам. В статье анализируются конкретные методы, включая моральные дилеммы, дискуссии, составление рассказов, интервью и ролевые игры, и описывается их применение в рамках «коммуникативных событий». Подчёркивается важность создания психологически комфортной и одновременно интеллектуально стимулирующей среды для спонтанного и аутентичного взаимодействия учащихся.

Ключевые слова: коммуникативные и речевые навыки, неподготовленная речь, языковой барьер, дилемма, дискуссия, ролевая игра, коммуникативная компетентность

This article examines various pedagogical techniques for developing the skills of unprepared speech in a foreign language. The focus is on overcoming the language barrier and facilitating real-life communication by transitioning from automated speech skills to creative communication and speech skills. The paper analyzes specific methods—including moral dilemmas, discussions, story compilation, interviews, and role-playing games—and outlines their implementation within the framework of “communication events.” The author emphasizes the importance of creating a psychologically comfortable yet intellectually stimulating environment to foster spontaneous and authentic student interaction.

Keywords: communication and speech skill, unprepared speech, language barrier, dilemma, discussion, role-play, communicative competence

A key indicator of foreign language proficiency is the ability to engage in spontaneous communication in real-life situations. Consequently, a central objective of language teaching is to develop students' capacity for unprepared oral speech [1–6]. Achieving this requires pedagogical techniques that move beyond rote learning, targeting the automaticity and creativity necessary for authentic interaction. While speech skills—characterized by automatism, stability, and adherence to linguistic norms—are foundational, they are insufficient for full-fledged communication. The ultimate goal is to foster communication and speech skills, which enable learners to adapt their style, choose effective language means, and align their speech with communication goals dynamically.

The concept of a “communication event” is broader than a simple “communication exercise.” Its distinguishing feature is the communicative freedom it grants students, allowing them to realize their creative potential independently. In these events, students are placed in scenarios where they must communicate and exchange opinions on a given topic spontaneously (“here and now”).

The success of such events hinges on two factors: intrinsic interest in the topic and maximum student involvement. Combining an atmosphere of intellectual challenge with psychological comfort yields the greatest efficiency. Careful planning is essential, including group formation, clear instructions, and a considered approach to error correction.

Methodological Techniques for Unprepared Speech.

1. Problem-solving.

These tasks are among the simplest forms of communication events. They train students to concisely state opinions, request information, compare, agree, or refute others’ statements. Examples include:

- Solving riddles or puzzles.
- Guessing an object from a description.
- Creating detailed instructions for a simple action (e.g., making coffee, boiling an egg).

A typical activity involves students writing instructions, then exchanging them with a partner to identify and fill in any omissions. This fosters attention to detail and clarity of expression.

2. Interviews: interview-based activities create substitution scenarios that stimulate improvisation. For example, a group of three students can take on the roles of:

- The Interviewer, who asks questions.
- The Interviewee, who listens but does not answer.
- The Respondent, who answers on behalf of the Interviewee, guessing their likely responses.

After the interview, the actual Interviewee reveals which answers were correct. This format encourages prediction, active listening, and spontaneous speech.

3. Discussions: discussions represent a more complex technique, requiring students to formulate, argue, and defend their viewpoints with extended statements. While they can arise spontaneously, they are often pre-planned debates.

To structure a discussion effectively:

- The student individually considers the topic and forms an opinion.
- Pairs of students exchange views.
- Two pairs join for a small-group discussion.
- The discussion opens to the entire class.

Discussions can be springboards for further written work (e.g., essays) and are highly effective when based on a compelling text or topic, such as the “Famous Personalities” event, which teaches comparison and argumentation.

4. Moral dilemmas: using hypothetical moral dilemmas, such as those in Kohlberg's system, provides rich material for discussion. These dilemmas present conflicts between rights, obligations, and needs, forcing students to grapple with complex issues.

Implementation typically spans two sessions:

- Session 1: The dilemma is presented. Students identify the core conflict and define their initial stance. They then form small groups based on their views to discuss and record their arguments in the target language.

- Session 2: A whole-class discussion is held. The teacher facilitates equal participation, helps students articulate their reasoning and builds their confidence. The ensuing "clashes" of perspectives vigorously develop discussion, communication, and critical thinking skills.

5. Story compilation: this technique stimulates coherent, extended discourse and activates both recent and previously learned material. It is excellent for review and developing fluency and improvisation.

The narrative can be prompted by:

- Key words or sentences provided by the teacher.
- A picture or video clip.
- The beginning of a story that students must complete.

Activities include recounting a film or book, describing a person's appearance for others to guess, or inventing an alternative ending to a given scenario.

6. Role-playing is a powerful method for immersive communication. It creates a realistic context for using vocabulary that might otherwise seem artificial. There are two main types:

- Playing another person: The student adopts a specific character.
- Playing oneself in a hypothetical situation: The student imagines how they would act in a given scenario.

Success depends on a clear understanding of the scenario, time for students to internalize their roles, and an environment that encourages improvisation over scripted reading.

The Teacher's Role and Error Correction In communication events, the teacher acts as a facilitator:

- Introducing the topic and organizing participants.
- Providing clear instructions.
- Observing and noting errors without interrupting the flow of communication.
- Tactfully concluding the event.
- Leading a final analysis and error correction.

Error correction should be a constructive process, ideally led by the students themselves (e.g., by writing mistakes on the board for peer correction). The teacher must foster an environment where mistakes are viewed as a natural part of learning.

Integrating communication events into foreign language lessons significantly enriches the educational experience. Techniques such as dilemmas, discussions, storytelling, interviews, and role-plays move learning beyond mechanical practice into the realm of authentic, creative language use. By carefully planning these events and creating a supportive atmosphere, teachers can help students overcome the language barrier, develop robust communication skills, and maintain a lasting interest in mastering the foreign language.

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