



SPEECH DEVELOPMENT – A MAIN AREA OF RUSSIAN LANGUAGE TEACHING IN NATIONAL SCHOOLS

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Abstract: This article discusses Russian speech development as one of the main areas of Russian language teaching in national schools. The importance of different types of speech skills and abilities, the development of which in students is considered the primary goal of second language teaching at school, is noted. The article also addresses the use of speech situations in oral Russian language courses.

Keywords: oral Russian speech development, dialogic speech, verbal communication, situations, exercises, abilities, skills.

Speech development is a main area of Russian language teaching in national schools. Students graduating from national secondary schools and higher education institutions must be fluent in Russian, both spoken and written. Therefore, the primary focus of the Russian language curriculum in national schools and higher education is the development and proficiency of students' Russian speech. Oral and written speech are two equivalent ways of expressing the same content through language. They are closely linked, interdependent, and interact. However, the balance between oral and written speech varies at different stages of Russian language learning. Initially, students master only oral speech. Oral speech prepares students for the acquisition of written communication skills. Oral speech includes listening (listening to and understanding speech) and speaking (generating utterances and speech). These two aspects of oral speech are closely interrelated, as both listening and speaking involve the auditory organs and the articulatory apparatus. Oral speech exists in the form of dialogic or monologue speech. One of



the most important types of speech skills and abilities, the development of which in students is considered the primary goal of second language teaching in schools and universities, is undoubtedly dialogic speech skills. Dialogue serves the needs of people in verbal communication in all areas of their activities.

Dialogic speech, as the most commonly used form of verbal communication, differs from other forms primarily in its naturalness. Academician A.V. Shcherba wrote: "Monologue is largely an artificial linguistic form; language reveals its true essence only in dialogue." The primary goal of the preliminary curriculum is to teach both communicative and nominal speech equally. The fundamental requirement of modern methodology is that instruction be based on communicatively valuable speech units, reflecting the natural connections between these units in real, informal communication. Thematic selection of vocabulary for the preliminary oral course does not adequately address the communicative goals of instruction. A speech stimulus is an influence exerted by the teacher, the teaching aids, or the educational process as a whole that shapes and develops students' elementary speech activity. A speech stimulus is an external stimulus for speech activity. It is provided by the teacher and serves as a reason for speech, expressed verbally, and stems from the meaning of the situation. An utterance must also be based on a direct speech motive, that is, the desire to answer questions and share impressions. Speech action based on a speech situation is possible only with the presence and unity of the situation's components. For speech production, the attractiveness of the situation is essential. Visual aids play a significant role in creating educational speech situations. Illustrative materials allow the teacher to constantly create new situations for speech exercises. To develop speech skills and abilities, it is necessary to conduct preparatory (training) exercises. Using speech situations in isolation in the classroom is inappropriate. They should be systematically integrated into the educational process. For non-Russian children to acquire at least basic everyday communication skills, which is part of the curriculum requirements for practical mastery of the



Russian language, specialized classes aimed at developing students' conversational dialogic speech are necessary. These classes, both in content and in methodology, should differ significantly from the dialogic exercises included in the program material. Differentiation should be reflected primarily in the requirements of the Russian language curriculum, in teaching aids, and in the vocabulary and phraseological minimum for each grade. All this allows teachers to evenly distribute lesson time to develop both written and spoken language, the acquisition of which can be considered two aspects of a single process—the practical mastery of the Russian language. Two factors correspond to the generation of a speech utterance: the motive for the speech act and the character of the participants in the dialogue. Textbooks for foreigners studying Russian include tasks requiring students to produce speech utterances that correspond to different individualities. When creating these dialogues to develop Russian conversational skills, it is important to remember that students must know much more in conversational speech than they can use. Building such a system of exercises in accordance with the stages of speech skill development allows for the classification of difficulties. Each stage corresponds to specific exercises: preparatory ones, ensuring the assimilation of a specific sample; Exercises that stimulate the use of a given speech pattern in combination with previously learned ones and its transfer to a real-life situation; exercises related to the student's programming of independent utterances (agree, deny, confirm). The speech situation is the background for speech actions; it is "a speaking situation where the student feels either with the character or in his place." Such situations create an atmosphere of verbal communication, interview, and exchange of opinions in the lesson, allowing children to actively engage in dialogue. Dialogical speech is characterized by emotionality, the use of interjections, introductory elements, addresses, and speech etiquette formulas. In the process of communication, dialogic speech is most often unprepared, situationally conditioned speech. Dialogical speech is closely linked to the situation, so speakers do not need to reflect in speech what is



given to them in direct perception. Consequently, in dialogic speech, remarks cannot be separated from one another, and the dialogue itself is incomprehensible without a description of the situation in which dialogic speech occurs.

In school practice, speech development in students encompasses the following areas of work:

- Training students' pronunciation apparatus, developing their articulatory skills, and addressing various pronunciation deficiencies;
- Gradual, systematic accumulation of students' vocabulary, teaching them to accurately understand word meanings;
- Mastering word collocations, constructing phrases, mastering stable word combinations, teaching the grammatically correct use of words in phrases, and dissecting word meanings;
- Activating linguistic tools and their combinations in sentences and independently constructed texts—retellings, stories, written essays and summaries, etc.;
- Mastering the correct construction of various types of sentences, their improvement, and the connections between sentences in a text;
- Mastering the mechanisms of speech production, i.e., constructing speech – sentences and text in oral and written forms – with sufficient speed, accuracy, and precision;
- Acquiring the skills and abilities of conveying oral speech, mastering intonation, pauses, logical stress, and other prosody tools, and in writing – the skills of quickly writing with calligraphic and orthographically correct spelling;
- Acquiring a number of specific skills in the area of preparing and constructing coherent text: understanding and developing a theme; collecting and preparing material for a story or essay; drawing up a plan; language training; recording and improving what has been written, etc.



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