



FORMATION OF MONOLOGICAL SPEECH SKILLS FOR STUDENTS IN RUSSIAN LANGUAGE LESSONS

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Annotation

This article highlights some of the techniques and strategies of teaching the Russian language used by the teacher in the national audience. The application of advanced technologies and teaching methods, contributing to the formation and development of monologue Russian speech of students of national groups, their practical mastery of speech in a non-native language is proposed.

Keywords: Practical language skills, monologue speech, communication skills, language exercises, speech exercises, pedagogical technologies, interactive methods, work in small groups, Cluster, Venn diagram

Currently, the education system of Uzbekistan is aimed at the formation of a highly educated, intellectually developed personality.

This education system is aimed at entering the world educational space. "... First of all, we need to educate the cadres of a new formation, acting as initiators of reforms, possessing a strategic vision, deep knowledge and high qualifications. That is why we have begun reforming all levels of education - from preschool to higher education. Science and education are of paramount importance for increasing the intellectual and spiritual potential of not only young people, but also our entire society, "stressed the President of the Republic of Uzbekistan Shavkat Mirziyoyev.

At the present stage, it is necessary to move from learning as a function of memorization to learning as a process of mental development. A sufficiently high level of mental development will allow students to use the acquired material in speech practice.

Knowledge of several languages in our time has become a necessity for every educated person. The main goal of learning any foreign language is practical knowledge of it. In this regard, it is important to note that the study of the Russian language by students of national groups is designed to contribute to the formation of an educated, comprehensively and harmoniously developed personality. For teaching the Russian language, like any other language, is the development of students' thinking, the improvement of the expression of thought by new means.

Methodological science is based on different approaches to teaching the Russian language: system-functional, structural-semantic, communicative and others. When teaching Russian to students of ethnic groups, the most acceptable, in our opinion, is a communicative approach. For this, exercises with a communicative orientation are used in the classroom.

This method involves teaching a non-native language through communication. The entire learning process should have a speech orientation, which is ensured by the functionality of the language



material, situational awareness, the use of tasks of a communicative nature, as well as the individualization of the learning process.

Students of national groups in the Russian language classes master the language system, studying language material at the lexical, grammatical and phonetic levels. This process is aimed at developing skills and abilities in various types of speech activity: listening, speaking, reading and writing, which should ensure the participation of students in real speech communication. It is necessary to remember the relationship between speaking and writing in the work on the development of students' coherent speech skills.

Speaking is a type of speech activity with the help of which the oral form of communication is carried out. Oral speech is realized in monologic and dialogical forms.

A dialogue is characterized by the emergence of replicas in the process of communication of two or more persons. Speech in dialogue is relatively curtailed by the use of incomplete sentences, supplemented with non-verbal elements (gesture, facial expressions) and is situational. Monologue speech, in contrast to dialogic speech, is an expanded type of speech. The ability to build a monologue statement is a difficult skill, and it must be formed in the learning process.

The main goal of teaching speaking is the mastery of students in oral speech. The teacher must clearly understand what speech skills and abilities need to be formed in students, what grammatical, lexical material and what samples of monologue speech to use in the Russian language classes.

The formation and development of monologue speech of students of national groups is facilitated by language and speech exercises.

In the methodological literature, it is noted that language exercises are designed to create a speech message and are aimed at solving a specific problem.

Speech exercises are aimed at developing the ability to create a speech message in situations that are closest to situations of natural communication.

Methodists distinguish the following types of language exercises:

- 1) imitative;
- 2) exercises for repetition of a speech pattern;
- 3) exercises for changing the pattern (substitution exercises);
- 4) exercises for building statements, in which sentences of different structure are combined.

The use of the following speech exercises serves to form monologue speech:

- 1) exercises to reproduce a given text with some changes;
- 2) highlighting the semantic parts of the presented text, drawing up a plan text (message);
- 3) retelling (full, short) of the listened (read) text;
- 4) drawing up a situation or story based on key words, according to plan, etc .;
- 5) a description of a painting or a series of paintings, etc.

Speech exercises aimed at teaching unprepared speech are also useful:

- 1) exercises based on a picture, a film;



2) based on the life and speech experience of the students themselves.

The listed types of exercises are designed to enhance the mental activity of students, provided that the teacher adheres to the basic principles of teaching: feasibility, purposefulness and motivation of actions.

In modern conditions, there is an urgent need for new pedagogical teaching technologies that ensure the development of the personality of each student, his activity. Such technologies make it possible to create learning conditions when a student seeks to get good results from his work and in the future to successfully apply them in practice.

The use of new pedagogical technologies, interactive methods is one of the most effective ways of teaching a foreign language (including Russian as a non-native language) today.

The educational process in interactive learning takes place in the conditions of active interaction of all students and is based on cooperation: teacher - student, student - student. Classes become more interesting, the material offered by the teacher is easier to digest.

In the Russian language classes, along with traditional teaching methods and techniques, we also used such interactive methods as Venn diagram, Cluster, work in small groups.

At the beginning of the lesson, the lexical topic of which is "Great poets of two nations - Alisher Navoi and A.S. Pushkin", the group is divided into small groups for the convenience of work. After reading the text, a question-and-answer conversation is conducted on the content, and then the groups are invited to draw up a Venn Diagram. This task aims to find out, firstly, how well the students have understood the text, and secondly, to form the ability to highlight the main thing in the read text. Control of the assignment is carried out in the form of a presentation conducted by one of the students from each group. After the presentation of each small group, opponents from other groups complement and express their opinion on the issue. Thus, coverage of all students of the group is carried out, when everyone has the opportunity to participate in the discussion of the topic. It is known that preparatory and speech exercises serve for the formation and development of writing skills. The exercises used should be of a communicative nature, i.e. contribute to the development of students' communication skills.

Lessons using interactive methods not only expand and consolidate the knowledge gained, but also increase the creative and intellectual potential of students. Therefore, Russian language classes should teach students to express their own thoughts.

A productive type of speech activity, like speaking, is written speech. Speaking gets an outlet in written speech in the form of a written presentation of its own monologue speech.

Composing is the most difficult type of writing. You need to start training with the simplest type of essay - an essay based on a literary work, a picture, a film.

Work on the lexical topic "Autumn" can be interesting and productive. At the first stage of work on the topic, students get acquainted with the poem by Alexander Pushkin "Autumn". The group is then asked to create a cluster on the theme "Autumn", in which students express their ideas about this time of year, using the words and phrases they already know. Clustering is a pedagogical method that develops thinking variability, helping students think freely and openly about a topic. At the end, students are



invited to compose a short story on the theme "Autumn in Uzbekistan", which reflects the vision of each student of the features of this time of year in their region.

The use of speech and language exercises, interactive methods in the process of teaching the Russian language to students of national groups makes it possible to solve several problems simultaneously. The proposed methods form and develop monologue speech, communication skills and abilities, help to establish emotional contacts between students, and activate their mental activity.

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