



THE USE OF ACTIVATION METHODS IN RUSSIAN LANGUAGE CLASSES TO IMPROVE STUDENTS' SPEECH COMPETENCE

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Abstract

The article discusses the application of activating methods and technologies that are widely used in the professional activities of teachers in the Russian language classes at universities. The author indicates methods that stimulate the active speech activity of students in the communication process, reflecting their cognitive interests and needs, taking into account the future specialty.

Keywords: method, activation, cognitive activity, specialty, communication, quality of education.

The political, economic and social problems taking place in the Republic of Uzbekistan have led to a radically new approach to various spheres of society, including education. Our state, which has embarked on the path of democratic development, needs highly educated, comprehensively developed citizens, who are, above all, individuals.

Educating the individual is a priority task set before the educational system of the Republic, which must be implemented in accordance with the Education Act of the Republic of Uzbekistan and the National Programme for Personnel Training[1].

The learning process is increasingly oriented towards innovative learning technologies. The search for optimisation of students' joint activity on the basis of wide use of active methods and means of learning, application of game and non-game learning technologies is underway.

Technology is considered in combination with various pedagogical concepts - technology of training, education, technology of upbringing, communication, organisation of pedagogical process, solution of pedagogical tasks.

"The technological approach can be applied to any component of the educational process and can be combined with the general concept of "pedagogical technology". In its most general form, this concept can be used in relation to specially organised interaction of subjects of educational process aimed at achieving the planned goals of education. Then the notion of technology of training, formation, development and education form a set of species concepts in the class of pedagogical technologies". [2,42-c.].

Experimental research, in one form or another, is an indispensable part of every teacher's practice. Every teacher strives to find such methods, techniques and forms of work in his/her pedagogical activity, which will contribute to the comprehensive development of the student. The use of various educational technologies in pedagogical activity allows teachers to increase students' motivation, professional and practical orientation of classes, and, consequently, to achieve more guaranteed results in their professional and pedagogical activity.



The modern teacher, who enters the classroom every day, should know firmly what results he or she is supposed to achieve. But the desire to teach his students what he himself knows depends not so much on the availability of knowledge in the teacher, but on the ability to convey this knowledge to his students.

We must understand that the student is a person, an individual. One of the teacher's tasks is to reveal his or her personality, to help him or her realise and express himself or herself. The teacher's professional skills, teaching methods and pedagogical technologies are of the utmost importance here. Consequently, the object of pedagogical technology is understood as the structure and logic of designing the pedagogical process, ways of its organization to implement pedagogical goals in accordance with certain principles and conditions.

"Pedagogical technology is a systematic method of creating, applying and defining the whole process of teaching and learning of knowledge, taking into account technical and human resources and their interaction, aiming at optimizing forms of education"[4, 32-c].

Any pedagogical technology must meet the basic methodological requirements - the criteria of technologicity, which are

- conceptuality;
- consistency;
- manageability;
- effectiveness;
- reproducibility[5, 76-p.]

Modern pedagogical technologies include:

1. Subject-oriented technologies;
2. Person-centred learning technologies;
3. heuristic learning technology;
4. Dialogue technologies;
5. Game technologies;
6. Information and communication technologies;
7. Health-saving technologies[7, 81-p.].

Let us dwell on the technologies, elements of which we apply in our professional activities. In the practice of teaching Russian language in universities we widely use innovative methods that stimulate active speech activity of students in the process of communication, reflecting their cognitive interests and needs, taking into account the future specialty. Their use significantly improves the quality of students' speech training, contributes to the formation and integrated development of the main types of competences: linguistic, speech, communicative and cultural studies.

The following is a syncline composed by the students with the key word music. This syncline can be supplemented with other words combined with the noun music.

A syncline on the topic: "Music".

1. Music.
2. Folk, symphonic, classical, contemporary, jazz



3. Compose, create, love, listen, understand, write.

4. Music occupies a large place in our lives; no holiday is without music: songs, marches and dances are their indispensable companions.

5. Art.

Another activating method is the game method "Who's bigger?"

"Who's bigger?"

The didactic task of the game is to find as many adjectives as possible for the given nouns: song, music, melody, instrument, composer, note. At the beginning it is suggested to recall the adjective as a part of speech and list its main morphological and syntactic features. Each of the three teams gets two nouns and picks up adjectives according to their lexical meaning. The team that collects the largest number of adjectives and makes grammatically correct word combinations "adjective + noun" wins, taking into account the coordination of the dependent words with the main one in gender, number, case.

With the help of this game method the problem of activation and intensification of students' cognitive activity, which has always been one of the most topical in the practice of language teaching in higher education institutions, is solved. Therefore, today the search for teaching methods allowing for effective use of joint cognitive activity of a teacher and students is constantly being conducted.

Another activating linguistic method is the method "How to turn a word into a phrase?"

"How do you turn a word into a phrase?"

Using the linguistic method "How do you turn a word into a phrase?" each of the three teams gets one main word and picks up the dependent words, the end result should be non-predicative and prepositional phrases with such syntactic links as agreement and control. For example, compose (what?) music, song, chorus, verse; sing (what?) romance, song, aria, serenade, hymn, couplets, ditties; perform (what?) sonata, play, nocturne, march, waltz; play (on what?) dombra, piano, piano, violin, guitar, trumpet, flute.

One of the means that allows not only to facilitate, but also to improve the speech interaction between a teacher and students is the "Facilitation" method.

The Facilitation method (facilitate) is one of the modern approaches to solving complex problems in the field of education. Its main objective as an innovative method is to develop students' speech skills and to provide them with methodical assistance in the classroom in solving various pedagogical problems.

The method of facilitation is an active and effective method of teaching and developing the speech skills of non-language students, a means of intensifying the learning process, which allows successfully overcoming psychological and linguocultural barriers in the situations of business communication in Russian and contributes to the formation of communicative competence of a future specialist.

The method of "Facilitation" as an effective method of teaching speech competences in Russian language intensifies the learning process, brings it closer to the conditions of professional activity of future specialists and promotes the formation of the skill of teamwork.



The method of "Facilitation" forms communicative competence, enhances the level of learning motivation, helps to overcome psychological and linguocultural barriers and stimulates students' speechmaking activity.

The effectiveness of the learning process using the "Facilitation" method depends on the technology of creating a methodologically correct scenario and applying it in the learning process. The "Facilitation" method can be used as a teaching method and a control method. Accordingly, it is important for a modern educator to optimize and maximize the effectiveness of the educational process, where it is necessary to clearly represent the true needs of students, namely:

- Communicate information, thoughts and feelings effectively;
- to think creatively about problems and issues that arise and to be able to interact actively with others;
- think critically, compare and analyse important issues.

Today's students need teaching methods and techniques that can optimise the effectiveness of the entire education process. Learning is no longer limited to the traditional blackboard for recording facts, dates, examples, formulas and lecturing by a teacher, which is perceived as something boring, outdated and uninteresting. Thanks to advancing technology, the active learning of the world around us is exponentially increasing.

In this regard, E.V. Passov points out "that in language learning classes all exercises should to some extent be verbal. Consequently, lessons should be built not only on the theory of language knowledge, but also to be modeled in the conditions of speech practice, contributing to the development and development of speech skills and abilities" [5, 43-c.]. But as practice shows, university teachers face some difficulties in teaching speaking skills, because speaking is treated as a complex integrated skill.

In the conditions of developmental learning it is necessary to ensure maximum activity of the student himself/herself in the process of key competences formation, as the latter are formed only in the experience of his/her own activity. The applied significance of the described pedagogical technologies lies in the fact that, on the one hand, they have a close result, stimulate students to achieve the goal and awareness of the way to achieve the goal, and on the other hand, in the process of their use students acquire skills of joint collective activity, activate communicative skills, speech and thinking activity, successful participation in speech communication, and competition generates a situation of success[2,18-c.].

The result of the application of active teaching methods in Russian language classes can be considered the students' readiness for any kind of active activity, the ability to apply the acquired knowledge in new situations, in independent life, expanding the students' outlook, revealing hidden opportunities, organizational abilities in students, sharpening their skills in eloquence.

In the course of the study we identified the following components of students' speech activity:

- 1) cognitive (literacy as elementary knowledge and skills);
- 2) competence-based;
- 3) value and semantic;
- 4) reflexive and evaluative;
- 5) cultural-creative.



The aim of modern language education is to form communicative competence of students, as well as to develop their personal qualities - psychophysiological, speech, cognitive, creative, worldview and spiritual. The process of Russian language teaching in higher education institution should provide students with the appropriate level of language knowledge, skills and abilities to use language in situations of educational and future professional activity, contribute to the successful implementation of the educational and developmental potential of the language discipline.

It is possible to realise these objectives if the following activities are carried out in the learning process:

- Creation of positive motivation and maintaining interest during learning activities; involvement of students' personal experience, their intellectual and emotional spheres;
- Development of students' consciousness and self-awareness, their speech and thinking; formation of speech self-control at all stages of learning activities.

Interactive methods and technologies of education meet such educational requirements the most. The essence of interactive learning is that the learning process is carried out in conditions of constant, active interaction of all participants in the learning process.

In conclusion, we can say that the use of new pedagogical technologies in Russian language teaching helps to improve and optimise the learning process and make lessons more interesting. We complement and combine traditional teaching methods with new methods that use information technology, apply an individual approach to each student and develop their linguistic abilities, and objectively assess the quality of each learner's knowledge.

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