

LANGUAGE ASPECTS OF ORAL AND WRITTEN SPEECH IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT:

Mastering the methodology of teaching Russian as a foreign language becomes an important condition and an integral part of preparing students of pedagogical universities in Uzbekistan for their future professional activities. The purpose of the article is to describe in detail the linguistic and verbal aspects of teaching oral and written communication in Russian as a foreign language, as a new language.

Keywords: methodology, pedagogy, foreign language, oral speech, written speech, listening, grammar, lexical units, listening, reading techniques.

The word "methodical" comes from the Greek "methodos" and means "way". Now this word is used in two senses.

1. A set of techniques, methods, forms of work of a teacher in teaching a subject, i.e. art, skill of a teacher.
2. A science that studies the possibilities and means of achieving maximum results in the educational process, that is, the theory of teaching any subject.

In the future, the subject of our attention will be methodology as a science, as a theory of teaching students Russian as a foreign language.

Methodological science was born from practice in order to understand it and emphasize positive experience. The development of science and practice occurs in full interaction. As you know, theory is always enriched by practice. But at the same time, practice can be successful only if it is based on certain knowledge, theoretical foundations and laws.

Methodology is a theoretical and practical science, in which the skill of a teacher, the ability to adapt general methodological recommendations to specific learning conditions will always be of great importance.

The method of teaching the Russian language is aimed at the formation of a communicative multilingual personality that has pedagogical principles in the process of teaching Russian as a foreign language, with assessment principles specific to different cultures.

Therefore, in this study, the methodological approaches used to develop each skill are studied separately.

Pronunciation training is an aspect of the practical course of teaching Russian as a foreign language, aimed at developing listening and pronunciation skills (correct understanding of the elements of colloquial speech, linking it with meaning and the corresponding ability to repeat, speed, stability).

If phonetic (semantic) speech hearing is developed and connections are established between the auditory, motor and phonemic aspects of speech, as a result of which the pronunciation is sufficiently accurate, the phonetic skill can be considered formed. The requirements for the level of listening and speaking skills depend on the goals and conditions of training, in some cases they are limited to determining the optimal pronunciation. However, it should be noted that phonetics and its teaching is a very large area, and it is advisable to organize it as a methodological guide. That is why we decided to make this network the subject of our next study.

Another area that helps with language skills is lexicology. At the initial stage in teaching vocabulary, a number of tasks are set:

1) to provide a minimum vocabulary for the student's daily speech and learning activities, therefore, a dictionary was selected and included, combined with current topics: "Reading", "My day", "My room", "Shop", "Clothes";

2) to create the core of the future user dictionary of Russian as a non-native language;

3) provide a lexical basis for the formation of speaking skills and abilities;

4) create a lexical base for teaching grammar.

Basic preparatory lexical exercises:

a) exercises to fill in the gaps (the necessary words are taken from memory);

b) question-answer exercises (using the words developed in the answer);

c) exercises for building sentences with new words;

d) exercises to expand speech turnover through the use of new words as additional, situational tasks;

e) translation exercises into the target language;

f) compatibility exercises (consists of two columns);

d) exercises on synonymy, thematic grouping;

i) contextual word recognition exercises.

Dictionary activation is the final stage of working on new words. In traditional lessons, the idea has been preserved that for the regular assimilation of a lexical unit, an average of 15 to 25 repetitions is required. However, innovative methods show that the constant repetition of the word itself does not ensure its memorization in the student's memory. The main activation method is to add a new vocabulary to all types of exercises that are performed immediately and later, but the main thing is to apply them in texts, in speech activity.

Herbert Spencer said: "The main goal of education is not knowledge, but action based on acquired knowledge." This idea can be fully associated with the problems associated with teaching Russian grammar as a foreign language.

Grammar (Greek *gramma* - written sign, line, line) - 1) a section of linguistics devoted to word-formation forms, word structure, types of phrases and types of sentences; 2) a system of rules that objectively work in the language, structuring the language, changing words, forming word forms and combining words into phrases and sentences.

In the "Methodological guide for teachers of Russian as a foreign language" [6] it is written. This means that in pedagogical practice there are no purely grammar lessons, no purely theoretical explanations.

In methodology, there are differences between practical and theoretical (descriptive) grammar. It is well known that theoretical grammar classifies words according to their generalized meanings, distinguishes and describes parts of speech - the functions of the important and the part of speech; learns how words combine and function in speech. In theoretical grammar, the material is presented linearly, generally, systematically. Theoretical grammar as a branch of linguistics that studies the system of norms and categories of language, therefore, strives for the most complete and exhaustive description of the forms of words (prefixes, suffixes), phrases and sentences. These descriptions are, of course, applied in the methodology. At the same time, teaching practice raised the question of creating not only practical grammar, but also pedagogical grammar, taking into account the psychological patterns of the process of learning a new language, the stage of forming speech skills. The methodology also provides specific descriptions of language material.

When a person learns a new language for himself, first of all, he consciously uses language units in accordance with the learned rules, exercises every speech operation and movement. It then reaches the level of

automatic language use, i.e. the qualifying period begins. At the level of language proficiency, the communicator does not think about how to construct a phrase, his attention is focused on what he means or what the interlocutor wants to express. At the same time, rules, abstract grammatical concepts are applied in speech unconsciously, automatically. When selecting grammatical material, the stage of learning, the degree of familiarity with the new language are taken into account. When teaching the Russian language from scratch, it is important to include in the educational material a minimum of grammatical phenomena that simultaneously represent the main features of the Russian language system. This material should include typical events, on the basis of which the student generalizes and systematizes various linguistic facts, builds in his mind the rules for using Russian language material in speech.

Listening is a receptive type of speech activity, the essence of which is to understand the language form of the utterance and understand its semantic content. It is known that on average a person spends 29.5% of his time on listening (21.5% on speaking, 10% on writing); in the context of business communication, work time is spent as follows: 16% of the time is spent on reading, 9% on writing, 30% on speaking, 45% on listening. At the same time, listening comprehension leads to an average of 25 percent efficiency in 10 minutes; in official conversations, the listener takes 60-70 percent of the information. The purpose of teaching listening is to develop the ability to hear, i.e. the ability to perceive and understand a verbal message corresponding to the real situation of communication.

Learning a new language, developing speaking skills is done mainly through listening, so listening needs to be developed better than other skills, but in fact this process poses the biggest problems for students. It is no coincidence that scientists associate listening with fundamental skills [7], placing it in the category of active thought processes, because each time listening is focused on the perception, recognition and understanding of new speech messages. The listener must combine information from different sources: phonological, prosodic, lexical, syntactic, semantic, pragmatic - this is what happens when receiving information.

In the domestic methodology, the system of teaching listening is based on a communicative-activity approach. In a real communication environment, the listener can perceive and remember information in different ways - depending on the goals facing him, depending on the state of communication.

By appointment, descriptive, introductory, active (detailed), critical (interactive) listening are distinguished; By the nature of perception of information: ring, global (synthetic), detailed (analytical), critical listening. The process and quality of listening is inextricably linked to the recipient's state of attention during listening.

It is important to create an appropriate system of exercises to develop the necessary skills in order to know the listening mechanisms that ensure listening and understanding of speech.

Listening mechanisms:

1. The most important mechanism of listening is the internal pronunciation mechanism. The speech-perceiving listener converts sound and visual images into articulatory images using the Speech Motor Analyzer. The correct "sounding" of words is possible only if the listener has the ability to clearly pronounce them in external speech. Therefore, at the initial stage, auditory development should develop in close connection with speech, which ensures the formation of pronunciation skills and contributes to the establishment of strong links between articular and auditory senses.

2. The functioning of the mechanism of operational or short-term memory is that the word or speech received in the ear subjectively resonates in the mind of the auditor (listener) for a certain period of time necessary

to understand the whole. The size of a cognitive unit depends on the level of development of working memory. Increasing random memory is one of the most important tasks of learning to listen.

3. The mechanism of long-term memory. Based on this mechanism, incoming speech signals are compared with models stored in our minds. Depending on the presence of certain forms of speech in our long-term memory, linguistic information is perceived as familiar or unfamiliar.

4. An important role in the process of listening is played by the probabilistic prediction mechanism, which allows you to predict the end of a word, phrase, sentence, or the entire sentence at the beginning. Not only the structural, linguistic, but also the semantic side of speech helps to predict.

The probabilistic prediction mechanism, as it were, insures and facilitates the work of short-term memory: there is no need to correct the perceived speech flow from beginning to end. Hearing the beginning of a sentence, a person can predict, suggest its end. This significantly relieves short-term memory and generally facilitates the listening process.

5. The most important role is played by the mechanism of reflection in the audience. Omitting details, she squeezes out phrases and separate parts of the text, leaving only semantic steps in her memory and freeing her to receive a new piece of information.

The main goal of teaching a foreign language is to teach speech as a means of communication. Oral speech occupies a special place in teaching a living foreign language: as a rule, it is both the main incentive for learning a language and the main criterion for the level of language proficiency. Simple verbal communication involves the development of very quick reactions and speech that can be carried on without corrections and initial discussions. For the implementation of speech activity, it is necessary to have at least two partners (sender and recipient of speech), one of which "creates" speech, the other perceives, understands and "creates" the answer. Therefore, we can say that speech is the union of two interrelated processes: the speech process and the listening process.

To make a speech, certain conditions are necessary:

- 1) the presence of a speech situation that motivates speech;
- 2) the availability of knowledge (grammatical and lexical) to express their thoughts;
- 3) the presence of an attitude to the subject of speech;
- 4) the purpose of communicating your opinion.

Communication can be different - individual, group and public.

One-on-one conversations usually involve two people. It, as a rule, has a direct character, characterizing the personality.

Group communication differs from individual communication not only in the number of communication partners, but above all in itself.

Mass communication (meetings, rallies, debates, conferences) usually predetermines the communicative roles of participants: some of them act as speakers, others as listeners.

The main stages of working with speech material in teaching speech:

1. The stage of skill formation, which consists of two sub-stages: the formation of lexical skills and the formation of grammatical skills. The formation of skills can be called pre-textual, but the material itself is derived from the text.

2. Stage of skills development. Here, work is being done on the text of education, i.e. text based on fully mastered material in the first stage. This stage can be called text.

3. The stage of development of speech skills - the post-text stage is no less difficult.

Classes of all three stages form a cycle of work on the assimilation of one or another speech material.

Reading is one of the types of speech activity, which has its own characteristics.

Reading plays an important role in the life of modern society as a means of knowledge and communication. Reading is a receptive type of speech activity associated with the understanding and comprehension of a written text. Reading is an integral part of a person's communicative and social activity, in which one of the forms of communication is writing. Since the purpose of reading is to receive and process information, in teaching the native language this goal is to develop the ability to extract information from a speech message encoded using graphic symbols. In the process of reading, graphic symbols are decoded and translated into mental images.

The study of reading techniques is associated with the development of skills and abilities that allow you to work with the perception of a written text (cognition - emotional perception, reflection of objects of reality in the mind through the senses): the perception of graphic symbols and their dependence on a certain ratio.

It is said that during the transition to reading, the student makes mistakes in articulation, intonation, and not in oral speech. These errors are explained by the difficulty of comparing alphabetic signals and converting them into sounds.

The need to "push" to increase reading speed, the need to increase the field of view when reading are the reasons for slow reading.

Reading skills and competencies are formed in the course of an introductory phonetic-grammatical (or, for bilinguals, propaedeutic) course and are associated with the correct pronunciation of syllables, words, etc. when reading aloud and talking to yourself. The process of their formation continues in parallel with the mastery of grapho-phonemic devices and changes in other types of speech activity. Exercises are based on the pronunciation of increasingly complex elements: letters, letter combinations, words, syntagmas, sentences, microtexts. Starting at the word level, you need to balance element ranking with asserted value. The most important indicator of reading technique is its speed, which can be achieved by reducing the proportion of reading aloud during learning.

In fact, the range of topics is very wide, but as a result, in the new geopolitical conditions, the methodology of teaching Russian as a foreign language is formed on the basis of developments in the theory of teaching (and education) of the Russian language in national schools. Experience should show that these theories and methods are continuous and complement each other in the near future.

It is important for future teachers to form knowledge about the methodological theory of teaching Russian as a foreign language in the context of its main disciplines: pedagogy, psychology, linguistics, sociology, cultural studies, as well as linguodidactics, grammar, lexicology.

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