



The Development of The Philologists' Speech in Teaching Russian

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ABSTRACT

This article examines the development of the speech of students-philologists when teaching the Russian language, which at present the speech of students leaves much to be desired. Today, more than ever, it is especially important for a teacher to awaken interest in the sounding word, to teach children to feel its true taste and purpose. Undoubtedly, this process is long and painstaking, requiring a certain organization, system, methodological ingenuity and invention, practical experience. At the lessons of the Russian language and not only, children need to be taught to use the Russian word, to understand and feel it, to strive to develop their speech, to improve their speech creativity.

Keywords:

Speech Development, Speech Creativity, Methodology Of The Russian Language, Spelling Skills, Cultural Speech, Spelling And Punctuation.

The development of speech is a large and complex area of the methodology of the Russian language. Difficult because it concerns such a complex phenomenon as human speech, and because it is by no means straightforwardly correlated with any one linguistic course, as well as with school subjects: Russian language and literature, which primarily serve the tasks of developing students' speech.

The subject of speech development is sometimes inappropriately expanded to include the formation of spelling skills in this area of the methodology. Obviously, in this case, the linguistic interpretation of the issue of "cultural speech" is transferred to the concept of "development of speech", which is found in some textbooks on the culture of speech, intended for workers in the press, radio, television, orators, lecturers, propagandists. It is in these works that the concept of "cultural speech" is given, which is accordingly characterized as rich, expressive, precise, correct, etc. "Cultural speech in its oral form

must meet the currently existing norms of orthoepy, in its written form - the norms of spelling and punctuation." [1]

Undoubtedly, one of the signs of cultural speech is its compliance with the norms of the Russian literary language. In addition, in this regard, of course, it is extremely important to teach spelling and punctuation at school. However, the work on the formation of spelling skills has its own tasks, its own content, its own means. Mastering the skills of spelling and mastering the ability to express one's thoughts are essentially different processes, and therefore they require different efforts of the teacher to organize the activities of the students.

"At school, when they talk about the development of speech," wrote V.A. Dobromyslov - usually do not mean the development of spelling skills. The development of speech and the development of spelling skills are seen as interrelated, but nevertheless different sides of language work." [2]

The development of speech in the lessons of the Russian language is all the work carried out by the language specialist specifically and in connection with the study of the school course (grammar, word formation, spelling, etc.) so that students master the language norms (pronunciation, lexical, morphological, syntactic), as well as the ability to express their thoughts orally and in writing, using the necessary language means in accordance with the purpose, content of speech and the conditions of communication.

Based on the technology of personality-oriented developmental education and elements of problem technology, conditions are created for the student's self-determination, for his place in the educational world. A special characteristic of the pedagogical experience is taking into account the factors that determine the formation of a person on an individual-personal level, the recognition of the creative nature of the personality of each student, the presence of internal activity in it.

The modernity and relevance of my pedagogical experience are due to the use of pedagogical technology of developmental education, an active approach in the study of the Russian language and literature. This system allows you to provide freedom to each person in the manifestation of their abilities, solving the problem develops the ability to think independently. The technique contributes to the formation of the qualities of a person who is able not only to adapt in the modern world, but also to the holistic development of the student's personality, his objective positions. The productivity of such an individual's activity lies in independent, cognitive mental activity, self-development, self-organization, and self-knowledge.

At the heart of my experience, I consider the planning and organization of the educational process, in which the main place is given to the active and versatile, maximum degree of independent cognitive activity of students. As well as tracking the results and achieving the set goals as:

- Improve educational motivation, develop cognitive interests in the subject;

- To develop the communicative qualities of a person;

- Provide a high level of educational content;

- To ensure a high level of activity of the educational process and achieve a high level of assimilation of the content of education;

- To teach, taking into account the individual characteristics of the child;

- To help a person to know himself, to self-determine and self-actualize.

Working on this topic in practice, I pay great attention to the development of students' speech, the culture of speech.

Unfortunately, many of our students not only cannot correctly formulate their thoughts, but also simply do not know how to think, therefore, the goal of speech development lessons is to form the communicative skills of students, the skills necessary for constructing a text (select material from different sources, correctly express their thoughts, edit, improve statements); to form the ability to create an oral public speech, analyze the text.

I studied such textbooks as "Russian language and culture of speech" by A.A. Vvedenskaya; "Methods for the development of speech in the lessons of the Russian language" edited by T.A. Ladyzhenskaya; articles by Antonova E.S., Ponomareva V.A., Korotaeva E.V. and many others on this topic; the works of I.S. Yakimanskaya on a person-centered approach to teaching. This made me reconsider the forms and methods of teaching.

To implement the requirements of the state program to form the communicative competence of students, it is necessary to create a cultural speech environment in the classroom. It can be ensured provided that students read samples of correct, competent and beautiful speech. I give my students the opportunity

- think a lot and freely;

- speak naturally, emotionally;

- read a lot, carefully;

- analyze a lot of texts;

- be aware of how these texts are made;

- write a lot, freely, emotionally.

It is known that you can learn to build your speech correctly and in accordance with a specific life situation only by constantly training

your speech skills. School practice gave rise to this type of lesson, the communication lesson. Our exercises aim - first of all - to create a speech situation that naturally gives rise to thought and requires its implementation in speech.

This requires a strictly organized training system in which all participants

- start with setting a goal and remember about it until the end of the conversation;

- adhere to certain rules of discussion (do not shout, do not interrupt, do not talk, do not offend);

- follow the design of their statements;

- end by comparing the result obtained with the goal set at the beginning of the lesson and restoring the course of reasoning, i.e. fixing the method of obtaining the result.

In the process of analyzing the text, students identify those linguistic means that are involved in creating images, plot and compositional lines of the text, restore the author's intention, create their own texts with the help of a conscious selection of adequate linguistic means.

Here we solve one more problem: the analysis of exemplary texts, the discussion of language means make it clear to the student the reason for studying grammar, phonetics, morphemics and other sections of the program. Having gained experience in analyzing other people's exemplary texts, we begin to use their language means ourselves, to create our own texts. Practice shows that intensive classes in the analysis of texts in grades 5-7 give a tremendous qualitative leap in mastering grammar and spelling, as well as in writing essays and presentations.

Particular attention in the learning process, speech becomes the main channel of interaction between teacher and student.

Rich opportunities for the humanization of educational interaction of learning are contained in the teacher's speech. The teacher's speech saturates, enriches the educational material, teaches how to create problem situations, emotional climaxes, not only awakens, but also creates conditions for creativity.

Using lessons in speech skills, I teach children to see, hear, feel the text, here speech

trainings are used that develop the figurative thinking of students, activate the work of associative memory, develop oral and written speech, contribute to the conscious selection of speech structures for their own texts, which are reviewed, improved ...

With my lessons, I strive to awaken creativity, which is the most powerful impulse in the development of a child. I am delighted with the living works of my students, where there is a desire to comprehend the world in their own way.

I pay great attention to self-control and mutual control. The formation of speech self-control in the volume of the macrostructure of the text is closely related to the implementation of the communicative purpose of the message and in the volume of the microstructure of the text, i.e. the ability to prevent, detect and eliminate speech errors at the sentence level.

Of particular importance for the development of the ability to speech self-control is the delayed repetitive work with the test of presentation, essay, when a student edits the statements of his classmates. I teach to compare my text with a sample.

The result of such work is the ability of students to correctly express their thoughts, build their speech, write statements and essays using linguistic means, and acquire their own style of speech.

The development of speech proceeds more successfully in a favorable speech environment. This is a family, class, school, adults, comrades with whom the child communicates. A favorable speech environment develops where there is interest in the book, in reading, where intellectual needs arise and are satisfied, where the desire for a high culture of speech is found.

Favorable conditions for the development of speech are formed during excursions to historical and literary places. There is a desire to share what he saw with friends, parents, write a creative work about an interesting excursion. Together with the children, whenever possible, we make trips to the theater, museums, followed by a discussion of the performance, which has a positive impact on the creativity of students. Plunging into the artistic worlds of

writers, poets, painters, musicians, we learn the art of seeing, hearing, feeling life.

Today, more than ever, it is especially important for a teacher to awaken interest in the sounding word, to teach children to feel its true taste and purpose. Undoubtedly, this process is long and painstaking, requiring a certain organization, system, methodological ingenuity and invention, practical experience. For the development of children's speech, it is very important that they constantly hear samples of the correct beautiful speech, both written - these can be literary texts that are read in the lessons of the Russian language and literature, it is important to constantly pay attention to the beauty, perfection of the language, and oral - this can be recordings of the performances of the artists and, of course, the speech of the teacher himself.

Conclusion.

Speech development is different for each child. It is due to many factors: the success of teaching in the lessons of the Russian language and literature, the natural characteristics of their speech, the level of general development, the influence of the speech environment at school and at home in which they are daily. Taking these factors into account is the most important prerequisite for the successful work of a Russian language teacher in developing the speech of school students and improving its culture.

Observing the world around, listening to the teacher, reading books, fantasizing, children learn to penetrate into the essence of things, explain the reasons for what is happening, in their own way to convey through speech what they saw and heard. They are characterized by a striving for both consistency and expressiveness of presentation. But they need the help of the teacher, his instructions on how best to build utterances, where and how to find the most accurate and expressive images and words; at the same time, they demand from him an attentive and careful attitude to his thoughts, feelings, speech, daily concern for stimulating creative activity.

The development of speech proceeds more successfully in a favorable speech environment. The speech environment is family,

class, school; adults and friends with whom the child constantly communicates. A favorable speech environment develops where there is a great interest in the book, in reading, where intellectual needs constantly arise and are satisfied, where the desire for a high culture of speech is found.

Therefore, the task of the Russian language teacher is to create, first of all, this favorable speech environment. After all, it is then that there will be more children who know the norms of the literary language. A child in a modern state must competently express his thoughts and feelings, be able to substantiate his personal opinion.

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