



## On the Question of the Linguopsychological Basis of Speech Activity

**Berdieva M.A**

Professor of Tashkent  
Kimyo International University,  
head of the Russian language department  
[mukarramab65@gmail.com](mailto:mukarramab65@gmail.com)

### ABSTRACT

The article deals with the question of the linguo-psychological basis of speech activity. The features of speech within the limits of various sciences - psychology, physiology, linguistics are also considered. The physiological mechanisms of speech, the mechanisms associated with the transition from the plan (program) to the grammatical (syntactic) structure of the sentence have been studied.

### Keywords:

psychology, linguistics, thinking and speech, physiological basis, speech activity, physiological mechanisms of speech.

The primary need for teaching methods of Russian as a foreign language is for foreigners on the assignment of pre-university and university training. The educational and methodological basis for solving this problem should be carried out with more authentic materials. One source is video content. Unlike audio materials, visual information makes it possible to better understand and quickly consolidate the factual information presented in the video, as well as the linguistic characteristics of speech in a professional way.

Domestic traditions of linguodidactics imply a wide involvement of the teacher in the development of methodological materials, a constant search for sources of information of a country-specific and linguistic-cultural nature. Work on the grammatical and lexical material of a foreign language on the basis of one educational and methodological complex is also ineffective. These factors determine the interest of teachers of Russian as a foreign language in media content that has educational potential. The use of modern authentic materials opens up opportunities for compiling methodological developments, and is also one of the most

effective ways of teaching a language in higher education [1]. Researchers believe that working with authentic material is a multifaceted problem that needs new methodological and psychological-pedagogical solutions [4]. Working with authentic materials allows you to completely immerse students in communicative conditions that are close to real. In the article "The use of authentic video materials in the process of teaching a foreign language", E. V. Revina even talks about the "presence effect", "participation effect" and greater emotional involvement of students in the problem when working with video content [5]. Thus, the relevance of the stated topic is beyond doubt. This work was done to achieve two goals. In accordance with the bilateral nature of the pedagogical process, the preparation of the development involved, on the one hand, training the skills of the teacher and acquiring pedagogical experience. On the other hand, the purpose of the lesson for students was to increase their motivation, as well as the development of linguistic and cultural competence.

A number of theoretical and empirical methods were used to accomplish the tasks set. At the stage of searching for video content, the main criteria for potentially useful materials were identified: the popularity of the topic in the Russian media, the interest of students in this or that material. The key method of work at this stage was the search and analysis of the selected material. The result of the work done was the content of the methodological development, which requires further adaptation. At the processing stage, the material was analyzed. It was possible to discover the educational and linguistic potential of Russian-language video content, to transform the video so that the materials correspond to the grammatical and lexical content of the topic. It was found that some materials require further editing, processing in a video editor, and their content needs additional explanation. The result of the fulfillment of the tasks set was a methodological development for the ПКИ-2 level. Since the lesson was not part of the students' curriculum, the material presented in it was of a general nature, did not describe a specific linguistic or grammatical topic. Nevertheless, the use of the development in practice made it possible to identify the features of working with authentic Russian-language video content.

At the initial stage of the lesson, during the discussion of the topic, it turned out that students are almost unfamiliar with Russian-language video content and its creators, although the most popular topics of video content are close to students. It was found that the most popular topics of Russian-language video content are travel, interviews with famous people, and documentaries. Since the topics of the Russian-language video content cover many issues, the materials can illustrate any topic of the lesson. It is recommended to conduct a survey to determine which materials students find interesting. When choosing video content for a lesson, it is advisable to be guided by the results of the survey, as this helps to solve several important pedagogical tasks at once. Involving students in the choice of teaching materials contributes to the implementation of the principle of cooperation, develops students'

ability to learn independently and increases their motivation.

The content of Russian-language content is also specific. The general vocabulary associated with video content is international. Working with thematically determined vocabulary requires background knowledge, training in the form of non-speech and conditional speech exercises. In the methodological development prepared for the lesson, in particular, such lexical topics as "Travel", "Holidays", "Cinema" were considered. Authentic video content also suggests specific grammatical content for the lesson. If video materials are used to present the features of the grammatical structure of the language, it is necessary to critically evaluate the specifics of the speaker's speech. As a rule, the grammatical aspect requires adaptation even for students with a high level of language proficiency. It is important to note that most of the materials require adaptation in order to meet the learning objectives. During the preparation of the materials, a lot of time was spent on editing the video, developing exercises to eliminate the difficulties of understanding the material.

Preparation removes many difficulties in getting acquainted with the content, but does not exclude them. Students experience difficulties with the pace of the speaker's speech, the visual range and the culturally specific realities of the content. When demonstrating entertainment content, it is necessary to take into account the specifics of humor, the cultural and historical context of the video topic. Among the advantages of using audiovisual content are its clarity, figurativeness, the ability to semantize complex vocabulary, as well as the lively speech of the video authors. Using the right methods for preparing and adapting content, the teacher is able to increase the motivation of students.

Among the disadvantages of conducting a lesson based on audiovisual content, it is necessary to note the significant time costs, the need for a sufficient level of computer literacy to edit video materials, as well as the possible need for a detailed explanation of the culturally specific content of video content.

Authentic Russian-language video content is a useful educational material for students learning Russian as a foreign language. The effectiveness of the use of video content is due, among other things, to the adaptation of the material in accordance with the goals and objectives of the lesson, as well as good methodological preparation of the teacher.

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