



# Methods Of Teaching Oral Communication In Short-Term Courses Of The Russian Language

*Karieva Marina*

*Tashkent State University of Economics  
Teacher*

**ABSTRACT**

In today's era of globalization, the importance of effective oral communication in a foreign language cannot be overstated. As the world becomes increasingly interconnected, the ability to communicate, negotiate and collaborate with people from different linguistic and cultural backgrounds has become a crucial skill. In the context of teaching Russian, teaching oral communication is especially important, given the complexity of the language and the cultural nuances that underpin it. Let's consider the methods of teaching oral communication in short-term courses of the Russian language, highlighting the most effective approaches, techniques and strategies that can be used to promote the development of this important skill in students.

**Keywords:**

Linguistic methodology, teaching methods, techniques

**Introduction:** The "communicative" approach makes it a priority at all stages of teaching a foreign language, sets the task of coordinating the development of all aspects of the language system, provides for all kinds of deviations from the system of the native language, no matter how illogical they may seem, as long as the teacher's communication and learning takes place on a natural, living basis. In the course of their communicative training, students, accordingly, achieve a certain understanding of various forms of of a grammatical and lexical nature for conversational practice. Since communicative methods do not allow combining language work and focusing on translation into the mother tongue, there is a need to add additional tools and methods to master all the linguistic components of teaching oral communication, where natural listening and speaking are oral dialogue. Thus, the recommendations for communicative approaches in language learning are, first of all, to provide students with various communicative tasks depending on the

situation and social context of the story, as well as the linguistic abilities and knowledge of short-term students and foreigners. One of the most difficult problems in the methodological theory of teaching Russian as a second language is the search for means and methods that make the Russian language communicatively functional and educational. The main problem is the need for the fastest possible transition from passive mastery of specific language structures to the practice of oral speech, that is, the development of communicative skills, conversational speech in general. It is the lack of oral communication in a student with a sufficient level of grammatical competence that is considered the main drawback of all types of communication in a foreign language. According to the latest foreign ideas based on the research of linguistic structuralists, the main type of language activity is the formation of speech at the stage of productive "communication", which is considered as an act.

## **The Importance of Oral Communication in Language Learning**

Oral communication develops the intellect and character of a person. For learning, speaking, reading, listening, and writing have a double value. In combination, they form an asymmetrical figure - a person who can speak, read, listen and write correctly. The basis of the entire symmetrical figure that is the RFL educational program is spoken language. Oral speech simplifies human communication and forms a clearly expressed dynamics of all linguistic elements.

Oral communication allows speakers and listeners to learn from each other. Replenishment of the information bank, its updating and adaptation takes place in the course of oral communication. Authentic spoken language serves to obtain implicit and implicit knowledge. The learning process in the education system, where a person consciously acquires knowledge, skills and abilities through purposeful activity, is not easy. Scientists associate success with effective communication. Thus, we can argue that a person's ability to learn depends on how they learn.

Research conducted by the International Linguistic Centre and British researchers shows that in everyday situations, communication takes place through listening, then speaking, then reading and finally writing. The active learning methods that we acquire throughout our lives do not change the sequence of communication components. The lesson with speaking exercises from the workbook is successful, because there are certain conditions for practicing these skills in the lesson. But to achieve the next level in such education, teaching methods must be applied in accordance with the requirements of the level system.

The Languages for Specific Purposes approach assumes that people learn a second language to perform activities related to specific goals. For this reason, the focus of language learning is on learning to perform realistic tasks based on the language and culture being studied. In order for the task to be realistic, it must include an oral component, because for any communication in real life, the concept of oral communication

remains a priority. This is something that cannot be replaced by any other type of activity described in textbooks.

### **Problems in teaching oral communication in short-term courses**

Difficulties in teaching oral communication in short-term courses lie in the different levels of students' preparedness for oral communication. In short-term preparatory courses, students begin to form oral speech simultaneously using the vocabulary and grammatical structures that they have studied in class. The speech development of students should be dynamic, taking into account their level of self-esteem, involvement and motivation in learning. Each of the considered components related to the perception and understanding of oral speech by ear and speech production should be developed simultaneously, correlating with different language skills. Listening comprehension of Russian speech is closely related to the levels of phonetic, phonetic-phonemic perception and the ability to distinguish the sounds of the language.

Teaching oral communication in short-term preparatory courses

Short-term preparatory courses are focused on the formation of communication skills in Russian. However, since the training period is short, not enough attention is paid to oral communication. The formation of oral communication skills in students includes not only the development of speaking skills, but also the expansion of the lexical minimum, the formation of skills in pronouncing speech sounds, understanding and perceiving oral speech by ear. The period of study in short-term preparatory courses does not allow you to focus on all the issues that are important for language training. This fact can also be associated with a number of difficulties in teaching oral communication in short-term courses of the Russian language.

One of the main problems in teaching oral communication in short-term Russian language courses is the limited time required to achieve a high level of proficiency. Because courses often last only a few weeks or months, instructors must prioritize their teaching methods to maximize students' oral communication skills in

a tight time frame. In this respect, the communicative language learning (CLT) approach has proven to be particularly effective. This method aims to develop students' ability to communicate effectively in real-life situations, not just grammatical accuracy or language forms. By incorporating authentic materials, role-plays, and group discussions into the curriculum, educators can create immersive learning environments that mimic real-world communication scenarios.

Another important method of teaching oral communication in short-term Russian language courses is the use of task-based learning. This approach involves assigning students specific tasks that require them to engage in verbal communication, such as ordering food at a restaurant, booking a hotel room, or attending a job interview. By providing students with a clear goal and outcome, task-based learning encourages them to take an active part in learning, using language to achieve a specific goal. This method not only develops students' verbal communication skills, but also increases their problem-solving abilities, creativity, and critical thinking.

The use of authentic materials is another important aspect of teaching oral communication in short-term Russian language courses. Teachers can use a variety of authentic materials, including videos, podcasts, news shows, and social media, to introduce students to different accents, dialects, and speaking styles. This approach not only helps students develop their listening skills, but also gives them a deeper understanding of the language, its cultural context, and the different ways in which it can be used in everyday communication. In addition, authentic materials can be used to stimulate discussions, debates, and role-plays, further strengthening students' verbal communication skills.

In addition to these methods, the introduction of technology into the language classroom can also play an important role in teaching oral communication in short-term Russian language courses. Online platforms such as video conferencing tools and language exchange websites provide students with the opportunity to engage in oral communication with native

speakers, practice their speaking skills, and receive feedback on their pronunciation, intonation, and fluency. In addition, technology can promote peer self-assessment and assessment by allowing students to reflect on their own verbal communication skills and provide feedback to their peers.

The role of the teacher is also important in teaching oral communication in short-term Russian language courses. Educators need to create a supportive learning environment where students feel comfortable taking risks and experimenting with language. This can be achieved by providing students with constructive feedback, encouraging them to ask questions, and developing a sense of community and collaboration in the classroom. In addition, teachers must model the language themselves, using authentic materials and real-life scenarios to demonstrate effective oral communication skills.

Teaching oral communication in short-term Russian language courses requires a multifaceted approach that includes a range of methods, techniques and strategies. By using a communicative approach to language teaching, activity-based learning, authentic materials, technology, and a supportive learning environment, teachers can help students develop effective verbal communication skills, even in a short time. As the demand for Russian language instruction continues to grow, it is important that educators prioritize oral communication instruction, providing students with the skills and confidence they need to succeed in an increasingly interconnected world.

In the context of teaching the Russian language, the importance of oral communication can hardly be overestimated. Russia is a major player on the world stage, and the ability to communicate effectively in Russian is necessary for everyone who seeks to get acquainted with the country, its culture and people. In addition, the complexity of the Russian language, including its grammatical and phonological systems, makes it difficult to learn, especially for students with different language backgrounds. By prioritizing oral communication training, educators can help students overcome these

challenges by developing the skills and confidence they need to communicate effectively in Russian.

In addition, teaching oral communication in short-term courses of the Russian language is of great importance for the future career and personal life of students. In an increasingly globalized world, the ability to communicate effectively in a foreign language is a highly valued skill, opening up opportunities for students in fields such as business, diplomacy, education, and tourism. In addition, the ability to communicate in Russian can provide students with a competitive advantage in the labor market, allowing them to enter new markets, negotiate with clients, and collaborate with colleagues from different linguistic and cultural backgrounds.

In addition to practical applications, teaching oral communication in short-term Russian language courses also has important cultural and social significance. By learning to communicate effectively in Russian, students can gain a deeper understanding of their country's culture, history, and people, which contributes to increased awareness of and appreciation for culture. In addition, the ability to communicate in Russian can give students a unique perspective on the world, allowing them to experience Russian literature, art, music, and cinema, as well as participate in cultural exchange programs and events.

### Conclusion

In conclusion, it should be noted that teaching oral communication in short-term courses of the Russian language is a complex and multifaceted task that requires the use of a number of methods, techniques and strategies. By prioritizing oral communication training, educators can instill in students the skills and confidence they need to succeed in an increasingly interconnected world, as well as foster cultural awareness, appreciation, and mutual understanding. As the demand for teaching Russian continues to grow, it is important that teachers remain committed to teaching oral communication, providing students with the tools they need to

communicate effectively in Russian and succeed in an increasingly globalized world.

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