

Formation Of Communication Competence By Teaching Students To Adjust In Russian Language

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Abstract: This paper discusses the innovative speech development methods of teaching Russian language; the ways of improving fluency of students' speech by training in various types of speech activities.

Key words: Russian language lessons, development of coherent speech, pronunciation, lexical, grammatical norms, speech activities.

Introduction

Speech development is:

area of teaching Russian language;

the process of teaching children speech;

The development of students' speech is also one of the main tasks of the subject "Russian Language".

Of course, teachers of all subjects follow the students' speech, explain the meanings of new (unfamiliar to students) words, often evaluate the sequence of the answer, its expressiveness, etc. However, only in the Russian language lessons the task of speech development is solved purposefully in a certain system based on linguistic knowledge and comprehension of the speech experience of schoolchildren. It is the lessons of the Russian language that create the basis on which teachers, subject teachers, must rely in order to successfully (economically

and effectively) solve the problems of developing the speech of students at the interdisciplinary level.

It should be distinguished 3 areas in the development of speech:

mastery of the norms of the literary language (students learn about the language norms when studying the main course of the Russian language;

students must learn in practice some pronunciation, lexical, grammatical norms) enrichment of the vocabulary and grammatical structure of students' speech. The purpose of this work is not only to make students' speech more accurate, expressive, but most importantly, to educate schoolchildren in the need to choose the most appropriate for everyone case-specific language means.

training in various types of speech activity:

on the semantic perception of the text, learning to listen, reading on creating the text - oral and written

Work on the development of speech is carried out in all lessons in the study of the school course of the Russian language and in special lessons in the development of coherent speech, where certain communicative and speech skills are worked out in accordance with the program. The current program allocates about 11-20% of the study time for this work.

The work on the formation of correct and good speech is associated with the study of the basic language units - such as sound, word, word form, phrase, sentence, which is reflected in the so-called second paragraphs of the Russian language school curriculum. At the same time, of course, the work on the formation of correct and good speech is carried out with the training of certain communicative skills, indicated in the section of the program "Connected Speech" of the Russian language school course.

So, the development of speech in the lessons of the Russian language is all the work carried out by the vocabulary on a special and incidental basis (in connection

with the study of the school course of grammar, word formation, spelling, etc.) so that the students master the language norms (pronunciation, stress, usage, in the construction of sentences, etc.), as well as the ability to express their thoughts verbally and in writing, using the necessary linguistic means in accordance with the purpose, content of speech and communication conditions.

Discussion

Speech development is a large and complex area of the native language technique difficult because it concerns a phenomenon such as human speech, and because it is by no means directly correlated with any one linguistic course, as well as with school subjects - the Russian language and literature, which primarily serve the tasks of developing students' speech.

There is a wealth of methodological literature on the development of speech. These are passionate speeches in defense of a living word, its meaning in human life, and the argumentation of the need to develop the gift of words and recommendations of a purely practical nature in children, and research devoted to studying the characteristics of children's speech. There was not a single teacher famous in the history of the methodology that would remain indifferent to the issues of speech development.

Nevertheless, the development of speech as a certain area of the theory of methodology is only just beginning to take shape. This is evidenced by the insufficient development of such fundamental categories and concepts of the methodology as sections on the development of speech, content, teaching aids, criteria for assessing the level of development of speech of students.

Meanwhile, the modern methodology of speech development has its own research data, has the necessary didactic, psychological and linguistic base in order

to isolate the system of basic concepts, determine them and draw the necessary conclusions from the experimental data accumulated in science.

The data of the theory and practice of speech development of students in the lessons of their native language are summarized in the book for the teacher "Methods of speech development in the lessons of Russian." under the editorship of T.A. Ladyzhenskaya, who has been dealing with this problem for more than 30 years (M. Enlightenment, 1980).

Connected speech is a section that has always been distinguished by methodologists as a special area of work on the development of speech. This is due to the importance that coherent speech has in human life and society.

In the methodology, the name "connected speech" is used in three meanings: connected speech - the process, the activity of the speaker, the writer product, result of this activity, text, showing the title of the section on speech development.

Along with the term "connected speech" are used as synonymous names - "utterance", "text".

Skills formed in the process of developing coherent speech of students have their own characteristics: with their help, students learn the experience of creative activities in creating text. When creating a speech work, students use the previously learned methods of speech activity in relation to the topic of speech proposed by the teacher, to a given or independently found speech task (to convince listeners of something, convey certain information, arouse sympathy, etc.). In this case, knowledge and skills are transferred to new circumstances - this is one of the features of educational and creative activity.

If the student himself finds the topic of the statement, for example, from the topic "At our school," he selects a topic for his article in the newspaper or finds his own approach to solving the proposed topic, even his own form of presenting the material, then he is able to see a new problem in a familiar situation, able,

combining well-known methods of activity, see the different possibilities of solving the problem and find their own approach to solving it. These are also signs of creative activity, which, of course, manifest themselves in different ways, in different combinations, which characterizes the degree of creative self-study).

The considered skills are of great importance in the educational work of schoolchildren, for example, the ability to summarize the content of the text succinctly, the ability to draw up a plan, the ability to collect material based on reading, etc.

The norms of attitude to the world (moral, aesthetic, etc.) are assimilated in the process of working on statements of various topics. If we analyze the program for the development of coherent speech and a textbook for grade 5, we will see that already at this stage an evaluative and emotional attitude is formed towards animals, (description of the animal), objects of the world of native nature and the world of things - creations of human hands (description "Poetic" objects and a description of everyday objects; moral and ethical norms are comprehended (elementary reasoning about the behavior of people and literary heroes; stories about oneself, one's actions), scientific knowledge (reasoning like "why do you need to know grammar y"), etc.).

Conclusion

At the same time, not only a culture of feelings, but also the ability to verbally express one's emotional and evaluative attitude to what the essay is about is brought up in the lessons of speech development.

Students must master 2 groups of knowledge and skills in the development of coherent speech:

Communicative knowledge and skills common for oral and written speech: text, its theme and main idea - in accordance with this, the student selects the actual material, chooses the method of its presentation, language means.

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