

FEATURES OF ACTIVATION OF SPEECH ACTIVITY OF STUDENTS OF NATIONAL GROUPS

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ANNOTATION

In this article, the issues of improving the effectiveness of classroom lessons are considered, taking into account the psychological characteristics of the trainees. The article emphasizes what skills a student should have at the initial stage. Recommendations are also given when at what stage it is possible to conduct games, game studies. It is possible to intensify speech-cognitive activity only when each student is interested in it.

Keywords: Speech activity, psychological feature, initial stage, advanced stage, horizons, improve, skills, lexical-semantic group, students' motivations, intellectual development. Speech skills, analysis of lexical derivational units.

INTRODUCTION

Students studying Russian should be aware of the beauty of the language being studied. The role of the Russian language in his life. After completing the initial stage, they have new needs, new motives, and the educational team feels confident in achieving the ultimate goal of becoming a competent specialist. Students' interest in the Russian language is growing and becoming more stable.

Students at this stage strive, firstly, to expand their horizons faster - to acquire the maximum information necessary for a specialist, to replenish their vocabulary so as not to feel a lack of vocabulary for full communication in Russian. Secondly, to semanticize lexical units more deeply, to distinguish synonymous words. As students accumulate language knowledge, it becomes necessary to find out the difference in meaning not only between pairs of words, but also between entire lexico-semantic groups. And in the process of oral development and the opportunity to express your own thoughts and feelings, improve the quality of your speech. This involves improving the skills of constructing statements compositionally complete, well-organized logically and syntactically.

However, the structure of motivation of students at an advanced stage is much more complicated. Based on the survey data, we note that although most students still have a desire to learn Russian, however, students' interest in the subject (which is less common at the initial stage) may decrease if:

- the growing interest of students in the subject cannot be satisfied because of the educational material that is too light and devoid of new information;
- the level of speech-thinking activity of the audience is low; the principle of individualization is not taken into account, motivation weakens; the speaking time allotted for each student during classes decreases; the gap between the richness of the content of the intended utterance and the limitations of language means is too large;

It is possible to activate speech-thinking activity only when every student is interested in it. Only individualized language teaching is productive, which ensures the initiative of the student in training. It is necessary to take into account the propensity, character, and life experience of students when assigning roles in communicative exercises.

Thus, the main task of training is to develop students' skills of independent creative thinking in Russian. This task can be solved mainly by using the creative independent work of students.

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