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-cogitative 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:

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-classroom and homework assignments are standard; a favorable psychological climate in the audience is not created;

-the academic performance of individual students decreases. 2. Insufficient prospects for self-development, self-realization.

Psychology has proven that self-awareness increases rapidly, especially among older students. The growth of self-awareness gives rise to the need to express themselves more, to realize their real thoughts, aspirations. Realizing their goals, the student experiences pleasure, gets freedom to objectify their abilities. At an advanced stage, students welcome independent work (classroom and extracurricular), in their opinion, independent work is evidence of their growth. Students feel an incentive to self-improvement in independent work, since this work is the most difficult stage of language learning, requiring purposefulness, consciousness, strong will, a developed mind, and a serious creative approach. However, it is important to note that independent work does not actually give the desired results or even comes to naught when:

- 1) the work does not aim to stimulate the activity of students' thinking;
- 2) there is unreasonable guardianship on the part of the teacher, students cannot get rid of artificial supports;
- 3) the lesson proceeds in conditions of a certain tension: some of the students are oppressed and excited by something, do not actively come into contact.

Taking into account the above, we will present our thoughts on ways to improve Russian language teaching at an advanced stage.

- Increasing the informative value of classes. Methodologists call educational information interpreted, that is, the more texts correspond to the level of intellectual development of students, the more diverse information these texts contain.

To increase the value of the lesson, we can recommend the following.

- 1. Highlight the content side of the text, select a topic useful in a communicative way. Students reason, argue, acquiring speech skills and abilities. At an advanced stage, our textbooks include excerpts from works of modern literature, sometimes from classics, as well as popular science and journalistic articles, material of a regional nature. All these texts should cause an active emotional reaction of the audience.
- 2. Providing the necessary amount of information for conducting classes. The analysis of the new text of lexical and word-forming units, explanations of regional studies is carried out in the form of a conversation, analysis of realities, author's pictorial techniques. Students pay a lot of attention to such an occupation: they find it important and interesting.
- 3. Coverage of new material at each lesson. Starting from the second lesson and up to the last, students begin to consolidate new material and to communicative exercises. For the best conduct of classes, it can be recommended (each time in a small amount) to pay attention to the peculiarities of the text, to characterize the main characters, to find out opinions on controversial issues, etc. It helps students to think, to come up with something. In improving the speech of students, vocabulary work is necessary (as a summing up) in order to eliminate ambiguities. For example, the difference of words like: (essence): situation, circumstance, position, state; (adj.): big, big, great, huge, huge, grandiose, gigantic, colossal; (ch.): to be afraid, to be afraid, to be afraid, to be afraid, to be timid, to tremble, etc. D. It should be noted that it is useful to make the text a source, a database of information.

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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