

LANGUAGE AND SPEECH ASPECTS OF ORAL AND WRITTEN SPEECH IN THE TEACHING OF RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT

Mastering the methodology of teaching Russian as a foreign language is becoming an important condition and an integral part of preparing students of pedagogical universities of Uzbekistan for their future careers. The purpose of the article is to describe in detail the linguistic and verbal aspects of teaching oral and written communication in Russian as a foreign language, as a new language.

Keywords: Methodology, pedagogy, foreign language, oral speech, written speech, listening comprehension, grammar, lexical units, listening mechanism, reading techniques.

INTRODUCTION

The methodology of learning the Russian language is aimed at the formation of a communicative multilingual person, who has the principles of assessment specific to different cultures, and who has a pedagogical relationship in the process of teaching the Russian language as a foreign language [2, 188]. Therefore, in this study, methodological approaches used for the formation of each skill were studied separately.

Studying pronunciation is an aspect of the practical course of teaching Russian as a foreign language, aimed at the formation of listening and pronunciation skills (correct perception of heard language elements, connecting it with meaning and appropriate repeatability, speed, stability).

Phonetic skills can be considered formed if phonetic (meaningful) speech hearing is developed and connections between auditory-acoustic, motor and phonemic aspects of speech are established, as a result of which pronunciation is sufficiently accurate. The requirements for the level of listening and speaking skills depend on the goals and conditions of teaching, in some cases they are limited to determining acceptable pronunciation. However, it should be noted that phonetics and its teaching is a very large field, and it is appropriate to organize it as a methodical guide. That is why we decided to make this network the subject of our key research.

Another area that supports language skills is lexicology. Lexical exercises are called communicative exercises, the content of which consists of the student's practice of performing situational conditional speech activities based on introduced and reduced lexical units.

Vocabulary activation is the final stage of working on new words. The concept that it is necessary to repeat an average of 15 to 25 ranks for permanent mastery of a lexical unit is preserved in traditional lessons. But innovative methods show that constant repetition of the word itself does not ensure that the word remains in the student's memory. The main method of activation is the introduction of new vocabulary in all types of immediate and subsequent exercises, but the main thing is to use them in texts and speech activities. Learning a new language, developing speaking skills is mainly done through listening, so listening should be

developed better than other skills, but in fact, this process causes the greatest difficulties for students. It is no coincidence that scientists associate listening with fundamental skills [7], they include it in the category of active thinking processes, because listening is aimed at perceiving, recognizing and understanding new speech messages each time, and it is creative combination. includes [10, 184]. The listener must combine information from various sources: phonological, prosodic, lexical, syntactic, semantic, pragmatic - this happens by receiving information. The main goal of teaching a foreign language is to teach speech as a means of communication. Oral speech occupies a special place in live foreign language teaching: as a rule, it is both the main stimulus for language learning and the main criterion for the level of language proficiency. Normal oral communication implies a very quick reaction and development of speech, which is carried out without corrections and preliminary discussions. In order for speech activity to take place, there must be at least two partners (sender and receiver of speech), one of whom "produces" the speech, the other perceives it, understands it and "produces" the answer. Therefore, we can say that speech is a unity of two interrelated processes: the speech process and the listening process.

It is important for future teachers to have knowledge about the methodological theory of teaching Russian as a foreign language in terms of its main disciplines: pedagogy, psychology, linguistics, sociology, cultural studies, as well as the formation of knowledge about linguodidactics, grammar, lexicology. .

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