

EFFECTIVE USE OF SPEECH SITUATIONS IN THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT

This article discusses the methods and techniques of effective use of speech situations in practical classes in Russian in national groups of non-philological universities.

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INTRODUCTION

In modern conditions of rapid development of science and technology, rapid updating of information, it is impossible to teach a person for life, but it is important to develop in him an interest in the accumulation of knowledge, in continuous self-education. The main goal of teaching the Russian language at an advanced stage is to correct students' skills in extracting meaningful information from a scientific text, presenting it both orally and in writing. To achieve this goal, in our opinion, it is necessary to take into account the individual-psychological characteristics of students; this, in turn, poses the task of the teacher to carefully select teaching methods aimed at ensuring the effectiveness of learning the educational material.

The effectiveness of learning involves both obtaining the necessary knowledge and using it in speech. [3, p.46-55]

Speaking about taking into account the future specialty, researchers put at the forefront the problems that are somehow related to motivation in the educational process. Our experience of working in groups with the Uzbek language of instruction shows that some first-year students do not yet fully understand the importance of mastering the Russian language for future practical activities, for expanding their horizons, etc. In this regard, the problem of stimulating students' speech on the materials of scientific texts arises. To solve this problem, you can use a technique tested at the initial stage of language learning - creating situations close to real speech communication. Undoubtedly, creating situations in class that stimulate students' oral speech using specialized texts requires special training, first of all, from the teacher, and this is quite a difficult job. The selection of educational texts requires serious attention: texts that take into account the students' specialty should be problematic in nature and contain information that will allow creating speech situations. In addition, in achieving the creation of speech situations that would arouse the desire of students to participate in their solution, the teacher should also take into account other aspects. For example, one of such aspects should be the creation of a certain emotional atmosphere in class. Tense, and at the same time interesting, work helps to create a good mood in students, self-confidence; removes "barriers of constraint and inhibition." [5, p. 70-72]

To create positive motivation, which is especially important when selecting speech situations based on scientific texts, it is advisable to use collective forms of work, dividing students into small groups, including students with different levels of language proficiency, but warning that the points scored by the group will depend on the active participation of each student.

In the practice of teaching Russian as a foreign language in economic universities, much attention is paid to the methods and forms of teaching the scientific style of speech itself. Of course, students should be aware of the fact that they will need to master the scientific style to perform certain types of work. [4, pp. 610-613]

When solving situations, it is quite possible that students will not immediately begin to communicate. Communication is a complex concept: from the point of view of psychology, communication is based on a person's need to say something, discuss a particular problem (question), express their attitude to the subject of discussion, etc. in linguistic terms, communication requires the correct use of vocabulary, grammatical constructions, speech formulas used in communication on certain topics, etc.

For the desire for scientific communication to arise and for its effective implementation, a motive for speaking is, of course, also necessary, and for this, speech partners (communication participants) must possess scientific information that they would like to convey to others or discuss it together, come to some conclusion, inference, generalizing it. In this case, the fact that emotional and volitional speech impact becomes essential for revealing the psychological foundations of the implementation of a speech act becomes important. From the point of view of psychologists, emotional speech acts arise in scientific communication when expressing confidence, doubt, surprise, indifference, satisfaction, etc., when interlocutors report, explain, approve, clarify, interpret, condemn, make a remark, a compliment; advise, recommend, etc. [2, p. 62-75.]

In the educational process, speech (scientific) situations can arise based on text material; it is the information contained in them that should serve.

When working with texts, students should be able to identify the main (principal), secondary and communicative information. None of the information can be ignored, since each is necessary for communication. In the evening, the main thing in communication is the exchange of basic information, researchers (for example, V. Skalkin) include words, phrases, phrases, "not carrying any visible information and appearing in speech due to various reasons (social customs, personal habits, etc.)". [5, pp. 70-75] Communicative information, as a rule, is not intended to convey knowledge or information. This information distinguishes:

- information that, reflecting the norms of social communication, ensures it;
- information that controls the transmission of information and its reception;
- emotional information that reflects the students' state of mind.

In addition to the above, it should be borne in mind that in situational communication, speech partners widely use various formulas of speech etiquette: agreement/disagreement, denial/affirmation, doubt (I should think about it, I can agree, obviously, it is difficult to agree / disagree, I doubt it, in my opinion; yes, you are right / no, you are wrong, etc.). Questions and answers are always used in scientific conversations. Students must learn to correctly construct questions; choose speech formulas appropriate to the situation, the set of which will be more complete if the types of speech situations are sufficiently diverse and cover more types of

scientific communication. Speech situations encourage students to perform certain speech actions. Students, conveying basic information, must be able to format it in a certain way in accordance with the norms of the language. Involving students in participation in a situation consists of several successive stages. Working with educational material, on the basis of which scientific communication will take place, students first of all clarify the meaning of words and phrases that are incomprehensible to them; then they identify and formulate the problem that they are going to discuss; evaluate the material; ask the opinion of their speech partners, etc. It is not enough to teach a student to format the content of the main information: he must be able to join in a scientific conversation, comment on the speeches of the participants in the conversation, respond to what he has heard using non-verbal means (gestures, facial expressions, etc.). [1, p. 184]

The step-by-step level of training also includes the consistent implementation of the educational material.

Initially, students learn to work in an artificial speech situation: they communicate with a given goal and under the conditions set by the teacher. With the help of assignments, the skills of using lexical and grammatical material, formulas of speech etiquette are practiced. By completing these exercises, students practice speech behavior skills. These can be exercises such as: ask the interlocutor a question; clarify his statement; agree / disagree with him (using speech formulas); express doubt about what you heard, etc.

Next, students are offered so-called conditional speech situations that model natural communication. Although students are limited by the material of the texts, they still have the opportunity to use it logically. The system of exercises should provide an opportunity to choose language means to express their thoughts. The ability to use language means is developed with the help of exercises such as:

- using this model, answer the interlocutor's questions;
- agree / disagree with the opinion of the interlocutor, try to continue the conversation;
- express doubts about what you heard, motivate your opinion;
- compose a dialogue based on the proposed situation, etc.

Now students should be prepared to work in natural situations. At this stage of training, students use the acquired knowledge and developed skills in working with special texts in real conditions: they must participate in a conversation after listening to (or reading) a text, report, lecture; prepare for a report in Russian on a given scientific topic, make a presentation at a meeting of a scientific circle, a report at a student scientific conference; take part in the discussion of the conference results.

Practice shows that the systematic, thoughtful use of speech situations in the classroom stimulates, first of all, the oral scientific speech of the student, therefore the issue of developing scientific situations should be given serious attention.

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