



## Developing students' written and oral speech in Russian language

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### ABSTRACT

The article reveals the principle of active communication, the content of the educational process, the correlation of knowledge with skills and abilities, the ways of presenting educational materials, levels of language proficiency, and the choice of teaching methods, the content of educational and educational tasks.

This principle is characterized by a number of methodological provisions: the practical orientation of learning objectives, a functional approach to the selection and presentation of language material, its situational and thematic organization, the study of vocabulary and morphology on a syntactic basis, the concentric arrangement of educational material and the allocation of several stages of learning.

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## Rus tilida o'quvchilarning og'zaki va yozma nutqini rivojlantirish

### ANNOTATSIYA

#### **Kalit so'zlar:**

matn turlari,  
o'qib tushunish,  
dialogli nutq,  
struktur-semantik,  
lingvistik,  
kompozitsion-mantiqiy,  
kommunikativ  
kompetensiya,  
rus tili.

Maqolada faol muloqot tamoyili, o'quv jarayonining mazmuni, bilimlarning ko'nikma va malakalar bilan bog'liqligi, o'quv materiallarini taqdim etish usullari, tilni bilish darajalari, o'qitish usullarini tanlash, o'quv va tarbiyaviy vazifalarning mazmuni ochib berilgan.

Ushbu tamoyil bir qator uslubiy qoidalar bilan tavsiflanadi: o'quv maqsadlarini amaliy yo'naltirish, til materialini tanlash va taqdim etishga funksional yondashuv, uni situatsion va tematik tashkil etish, lug'at va morfologiyani sintaktik asosda o'rganish, konsentrik joylashish. O'quv materiali va o'rganishning bir necha bosqichlarini ajratish.

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## Развитие устной и письменной речи студентов на русском языке

### АННОТАЦИЯ

#### **Ключевые слова:**

типы текста,  
понимание прочитанного,  
диалогическая речь,  
структурно-смысловая,  
языковая,  
композиционно-  
логическая,  
коммуникативная  
компетенция,  
русский язык.

В статье раскрываются принцип активного общения, содержание учебного процесса, соотношение знаний с навыками и умениями, способы подачи учебного материала, уровни владения языком, выбор методов обучения, содержание учебно-воспитательных задач.

Этот принцип характеризуется рядом методологических положений: практическая направленность целей обучения, функциональный подход к отбору и представлению языкового материала, его ситуативно-тематическая организация, изучение лексики и морфологии на синтаксической основе, концентрическое расположение учебного материала и выделение нескольких этапов обучения.

The practical orientation of the goals of language teaching makes us divide them into certain stages of learning. The programs and curricula for non-philologists recommend a comprehensive knowledge of all types of speech activity speaking, listening, reading and writing. At the text level, communicative competence is formed and improved. Moreover, working with text opens up great opportunities for teaching communication skills, for studying language material, for developing and improving speech skills and abilities. The text provides an opportunity to develop all types of speech activity.

Much attention is paid to reading when working with text. Undoubtedly, in contrast to the philological audience, where the professional level of reading and writing should be parallel to the level of understanding and speaking, for students – non-philologists, the level of reading and writing skills should prevail.

Reading contributes, firstly, to the automation of speech skills. When reading, a colossal number of combinations of linguistic material pass through the consciousness of the student in a unit of time. Only reading can give the student a real visual representation of the syntactic structure of the language, the nature and features of its word usage, eventually creating a “sense of language”, without which it is very difficult to correctly perceive what is read and heard. Active purposeful reading contributes to the creation of skills and abilities to use this language material in speech, develops linguistic intuition, without which mastering any language is generally impossible.

Secondly, reading plays a leading role in the professional activities of non-philologists upon graduation. The acquired skills of fluent reading without translation will be the most essential means of obtaining information from sources in Russian.

Thirdly, reading is a prerequisite for “maintaining” the language after graduation. For an adult, reading is the main way to continue learning a language.

People who read a lot and often never forget the language, they acquire the skill of independent study of languages, mastering their book form, cultivating the ability to read texts of any difficulty.

In the field of intellectual activity, which includes science and technology, the written form of languages is used primarily. The role of written communication in the processes of interlingual information exchange is especially great.

In the current practice of teaching, there is an underestimation of the importance of reading. It often plays the role of an additional incentive for the development of oral speech skills, which is especially noticeable when working with special texts. This is expressed in the fact that the scientific and technical text is used only for retelling, discussion, translation; skills and abilities to extract information are out of sight of the teacher and students; learning to read is devoid of the necessary consistency; many teachers defend the opinion that if a person can speak Russian fluently, then he, of course, can read.

In fact, it is not uncommon for students to speak Russian well, but they do not know how to write correctly and express their thoughts in writing. A typical picture is when students look at each new word encountered in the text without hesitation in the dictionary; they read very slowly, showing no interest in the content, but focusing only on the linguistic form. And all this is not accidental. Acquiring the skills of fluent untranslated reading is a complex and time-consuming task. The ability to write and understand text is a complex type of speech activity, which involves the assimilation of an extensive vocabulary, diverse language structures.

Reading should be given more attention not only because it is a complex type of speech activity, but also because it has a positive effect on the development of oral speech. The question arises – what texts to read and what oral speech to teach students – non-philologists? What method of presenting language material should be chosen? Which way to go – from oral speech to reading or from reading to oral speech? The last question is not in doubt – from communication to reading texts and from them to speaking on the topics of the specialty.

It is expedient to solve the questions posed in the light of the main task of active communication. This causes in the audience an interest in professional communication, in special texts, in oral scientific speech.

The communicative activity of non-philologists presupposes, first of all, the skills of fluent untranslated reading of original scientific literature, its abstracting and annotation, reproduction and discussion of what has been read and heard.

For the reproduction of the original scientific text, the understanding of the author's thought is of particular importance, the linguistic expression of which is in most cases not a separate sentence or even a super-phrasal unity, but a whole statement – a text, a “speech whole”.

The communicative orientation establishes the relationship between the nature of the presentation of educational material and the type of content, the communicative way of its transmission. Among the texts of the scientific, technical and humanitarian fields of knowledge, such texts are description, narration, reasoning.

Each of these types of text is characterized by a stable structure of texts, a fixed set of used lexical and syntactic language units. Descriptions and narratives belong to the narrative type of text units and consist of a sequence of related judgments, facts, and events.

Descriptions are built according to the laws of parallelism using methods of comparison, analogy, opposition, etc. This explains the presence in the texts of specific vocabulary, nominative-attribute types of lexical units, the parallel nature of the connection of sentences. In narrative type texts, a logical or temporal sequence of judgments, actions, events, facts is realized.

Here one judgment complements, develops another, giving rise to the next, and so on. They are typical constructions of adverbial meaning – place, time, purpose, etc., a chain connection of sentences, often formalized by grammatical and lexical means.

Reasoning and proof refer to the explanatory type of text units and consist of interconnected general and particular conclusions. The presentation of the main idea, reflecting the theme of the statement, is followed by the concretization of some aspects of this idea, its argumentation with the help of examples, additional details.

Such texts are usually built according to the scheme: a thesis containing a presentation of the topic, its discussion, argumentation of the thesis put forward with facts, illustrative material, and conclusion. Between these components of texts of the type of reasoning, the dependence of conditions, causes, time and consequences is established, and this, in turn, is reflected in the saturation of texts with cause-and-effect constructions, abstract vocabulary and a variety of means of communication.

The selected types of texts differ in the way of conveying content, compositional-logical structure, language characteristics, which determine the depth of understanding of a foreign text and the adequacy of its reproduction in oral or written speech.

In practical classes in the Russian language, we use various forms of working with text: expressive reading of text material, determining the main idea of the text, its style, drawing up a plan, dividing the text into semantic parts, highlighting key words in a paragraph, working on lexical and grammatical material, detailed and a concise retelling of the text, the development of monologue and dialogic speech, the transformation of textual material, the composition of the text from these fragments, the continuation of the text according to a given beginning, etc.

Thus, the structural-semantic and linguistic features of texts constitute those guidelines, the knowledge of which contributes to the development of the necessary skills in students in overcoming the lexical and morphological-syntactic difficulties of the text; extracting and transmitting text information, expressing one's own assessment of the facts presented; determining the structure of the text and generating, in accordance with it, one's own monologue statement.

The texts offered in the Russian language classes are connected with the realities of life, have cognitive, educational value, broaden the horizons and worldview of students. In the professional Russian language, we use adapted popular science texts on medicine. Based on the material of the texts, it is planned to perform various types of work on the development of speech: formulating questions on the content of the text; drawing up three types of plan, theses, annotations, syntactic constructions; complex text analysis; retelling. Students are invited to complete various tasks to consolidate skills and abilities: transformation of patient complaints into an entry in the medical record; entry in the medical history based on the dialogue between the doctor and the patient; restoration of deformed sentences; replacement of verb phrases with nominal ones, etc.

Such tasks are designed to prepare students for the perception and adequate presentation of scientific information and are built on the material of scientific texts, which, while maintaining all the main features of their own scientific texts, contribute to the understanding and consolidation of medical terminology. This contributes to an increase in the level of communicative competence in the process of mastering a medical specialty, the formation of professional speech skills.

We pay great attention to the formation of dialogical speech. When modeling a dialogical situation, we try to concretize the situation of communication and the social roles of its participants. In particular, in the professional Russian language classes, we offer to compose dialogues between a doctor and a patient: at an appointment in a clinic, in a hospital, etc. Such tasks help students develop speech behavior skills in professional situations, understanding skills, as well as language response to spoken language patient, i.e. those skills that will be useful to students in their professional activities.

Thus, the principle of communicativeness is based on an approach to teaching a language as teaching speech activity, as well as to creating optimal conditions for the formation of communicative competence. The principle of communication, including language and speech competence, determines the dominant orientation of the learning process.

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