PRACTICAL OBJECTIVES OF INCREASING LITERACY AND DEVELOPING SPEECH OF STUDENTS WHEN LEARNING RUSSIAN

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RESUME

This article discusses the need for the interconnection of general education and training of future teachers. A necessary requirement of the modern process of teaching the Russian language at a university is the formation of sustainable motivation among students, which allows them to master the necessary knowledge, skills and abilities.

KEYWORDS: *methodology, motivation, cognitive activity, formation, linguistic cycle, competencies.*

DISCUSSION

The main thing in the study of the Russian language for both the teacher and the student is a joint search, an attempt to realize the inner meaning, which, of course, exists in any language phenomenon. The desire to realize why and why in the language there are such laws that represent the necessary step towards the meaningful management and possession of one's speech is highlighted in order not only to listen, but to hear and feel the language of another person. It is clear that the implementation of the practical tasks of improving literacy and the development of students' speech is possible only if the Russian language lessons, on the one hand, serve the purpose of forming spelling, punctuation and speech skills, on the other hand, they provide mastery of special terminology and skill building competently your speech. In other words, we are talking about the need for a relationship between general education and training of future teachers.

A necessary requirement of the modern process of teaching the Russian language at a university is the formation of sustainable motivation among students, which allows them to master the necessary knowledge, skills and abilities. This can be achieved by fully activating the cognitive activity of students - both in class and in extracurricular times, and by developing their ability to independently acquire knowledge. At each lesson, the teacher should strive to organize students' creative activities in such a way as to update the previously studied in new relationships, to strengthen the creative nature of the application of acquired knowledge. At the same time, when conducting classes, it should be based on the principle of scientificness, which consists in the fact that the content of the lesson should correspond to the level of modern science of linguistics, and the methods, forms of organization of educational activities of students should be consistent with the laws of the educational process.

The analysis of linguistic phenomena in the classroom disciplines of the linguistic cycle must be carried out from the standpoint of the achievements of modern linguistics and taking into account the latest developments in psychology, didactics and methodology. The practical, communicative orientation in teaching Russian to students of national

groups is manifested, first of all, in the fact that maximum time is devoted to organizing the speech (oral and written) activities of students.

Another principle - the principle of systematization - in the Russian language classes is manifested in the integrated assimilation of vocabulary, grammar - morphology and syntax (for example, the assimilation of case endings of nouns and the use of cases, the assimilation of morphological characters of verb forms and their use in dialogical and monological speech), in the solution speech development tasks (through communicative-situational exercises, drawing up business papers, abstracting, annotating, etc.).

The principle of stimulating a positive attitude towards learning, the formation of students' cognitive interests, knowledge needs is manifested primarily in the creation of sustainable learning motives. Forming y students of the necessary level of professional linguistic, and in particular communicative competence requires solving a number of tasks: acquainting students with the basic language and speech concepts, deepening their understanding of the text and its genre-stylistic varieties, the formation of basic communicative skills to conduct a business conversation, while characterizing it from the point of view of business (including pedagogical) effectiveness, identifying typical communication deficiencies and simultaneously identifying Special to overcome them in the spoken language, the formation of the students' ability to outline the written and spoken language, prepare papers, presentations, create some texts professionally significant genres, develop the ability to analyze their own and other people's speech, the desire to find the style and methods of communication. to develop their own system of speech self-improvement, which in the complex would contribute to the formation of an open for communication (communicative) personality, which has a high rating in the system of modern social values.

Among the primary tasks of the formation of linguistic and professional competence of spelling, punctuation and grammatical skills. In the process of studying the modern Russian language (all its tiers, as well as the history of its formation, style and cultural Russian speech) and general linguistics, students should gain knowledge, first of all, about the essence of language as a universal sign system, which is an instrument for expressing thoughts, feelings, wills and serving as the most important means of communication of people, their interaction, on the connection of language and society, on the role of language in the development of culture and the formation of personality, on forms of speech (oral and written), on its dialogical and monological different

visions, about the differentiation of the Russian language and its subsystems, about the features of the phonetic, lexical, word-formation system, about its grammatical categories (morphological and syntactic), about speech activity, its structure and varieties (speaking - listening, writing - reading), about the main communicative speech qualities (wealth, accuracy, expressiveness, etc.), about speech etiquette, etc. Based on this knowledge, students form a number of necessary skills - such as, for example, the ability to navigate various s speech situations adequately realize their communicative intentions, possess such genres of speech and writing, which are necessary to communicate effectively in the course of employment and the creation of official and business documents to conduct individual interviews and organize the discussion, follow the rules of speech etiquette and so on. n.

Among the most important skills necessary for the formation of linguistic competency (lx) of communicative competence (QC) of students of future teachers and translators, are the skills of research work. These skills are manifested in the ability to build a text, edit it, stylistically correct, distinguish between speech genres, own a professional language, distinguish between literary options, etc. For example, working with a scientific article helps students to replenish knowledge and develop the skills of scientific written speech, to master its genres: annotation, review, abstract, abstract [3, 66]. The ability to draw up an annotation, a review of the text read is an indicator of a high level of understanding of its content. To achieve this level, you must first teach students: harmonious logical thought

1) to express their thoughts using synonymous sequences, skillfully using the capabilities of the Russian language; 2) choose an active position and express your personal attitude to what has been read, seen or said.

For example, work on annotation and review is "a complex creative process, which is based on the ability to extract the main information from the source text" [1,414]. This is a whole system of logical operations that students must learn by mastering the methods of induction and deduction.

Teaching annotation and peer review, the teacher gradually builds critical, independent thinking for students: from the ability to summarize, select essential and important facts from the text as a result of a deep understanding of the reading to the ability to give a certain assessment of the content and draw the necessary conclusions from the reading.

It should not be forgotten that, while working on the abstract and review, students create a new text in Russian that has a special language form and

composition, i.e. solve a communicative problem. At the same time, they should have a clear idea of exactly what linguistic means — lexical and syntactic units — will operate in order for the abstract to come out from their pen, and not any other written text.

An important point at the stage of compiling the text of the annotation is the abstract rephrasing and generalization of the original material. This implies the development of students' ability to transform complex sentences into simple ones and, conversely, transform groups of simple sentences into one complex, subordinate parts

- in participial and participial turns, i.e. Ability to use synonymous constructions. It is necessary to introduce students to supporting words and expressions, and speech cliches, with the help of which they can begin to draw up the annotation: "the article is devoted to (topic, question, problem) ..."; "An article is a (generalization, review, analysis, description, attempt to describe (systematize) ...";

"In the article, the author touches upon (highlights, poses the following problems, considers, analyzes ..."; "the author comes to the conclusion (makes a number of generalizations and conclusions, sums up) ...", etc.

We should also mention the means of communication that ensure the consistency and consistency of presentation: "first of all", "first of all", "further", "then", "finally", "in addition", "in this way", "in this communications "," therefore "," in other words, "" in other words, "" as we have said, "" relying on the foregoing, "etc.

The practice of teaching the Russian language in an Uzbek audience convinces students that they experience significant difficulties in writing coherent texts. This is explained by a number of educational and methodological reasons, which include the following: 1) insufficient development of the theory of text in linguistics, and hence the lack of its methodology; 2) the absence in the school course of the Russian language of sections on the problems of constructing parts of the text, as well as the whole text. The ability to correctly design a unit of connected speech, larger than the sentence, is a special and complex skill that must be specially formed.

The coherent speech of Uzbek students, as a rule, does not meet the requirements for a coherent monological text, both orally and in writing. The ability to build a coherent text presents great difficulties for Uzbek students and is based mainly on intuition, not supported by clear theoretical knowledge and practical skills of its construction. The texts constructed by Uzbek students, as a rule, are characterized by the following disadvantages: 1) insufficient text with a large number of unnecessary repetitions; 2) a low percentage of the use of complex sentences of various types; 3) lack of synonymous syntactic constructions; 4) errors in the use of pronouns and other means of interphrase communication; 5) the wrong word order in a sentence that does not correspond to a specific communicative task; 6) undifferentiated thoughts, manifested in the absence of paragraphs; 7) violation of the sequence, logic of expressed thoughts. These shortcomings can be eliminated only through a focused system of teaching students the rules of building a coherent text, focusing on the complex syntactic whole (SCC) as the minimum unit of a coherent text and how to combine them, based on modern achievements of linguistics in the field of text learning. The communicative orientation of teaching the Russian language at the stage determined the interest of methodologists in modern theoretical research in the field of text syntax. There were many methodological works related to the study of SSC. Defining tasks for the development of coherent speech of students of national groups, researchers express the idea of the need to study a complex syntactic whole, its structure, methods of interphrase communication, etc. The problem of the development of Russian speech in a national audience is now inextricably linked with the ways of creating texts of different types. Unfortunately, one often has to deal with cases when a student uses the correct grammatical and lexical forms in monologic speech (when retelling the text) or even in building a dialogue, but his speech sounds unnatural, unnatural from the point of view of a natural native speaker. This sometimes cuts the ear, because the student speaks like a robot, like a living machine. Often students themselves feel this "shift" and try to at least intonationally make their speech more lively, more natural. However, intonation alone is clearly not enough. Fortunately, there is an opportunity to teach students some techniques that allow them to design their statements so that they sound as close as possible to "natural" speech. In order to make oral speech more natural using a whole range of tools - lexical, syntactic, intonational.

When expressing expression by intonational means, the speaker emphasizes the components of the monologue that are important for introducing the situation. So, for example, when transferring a predicate to the position of the absolute beginning of a sentence, the first semantic stress falls on the verb. The naturalness of speech also depends on the correct phonetic design, primarily on the pace of speech, the correct alternation of different syllables and, of course, on the accuracy of intonation.

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