



# TO THE MATTER OF THE DEVELOPMENT OF THE COMPLEX OF EXERCISES FOR INCREASING SPEECH SKILLS OF STUDENTS

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## ANNOTATION

*This article considers the issue of the effectiveness of communication, verbal communication, as well as communicative competence, which can reflect the professional and personal quality of a medical specialist who masters Russian language standards.*

**KEY WORDS:** *speech communication, competence, professional communication, teaching methods and techniques.*

## INTRODUCTION

The problem of effective verbal communication at a new stage in socio-economic development is especially relevant and significant in the medical field. The educational policy of the state is aimed at improving the quality of training highly qualified medical specialists who are capable of professional growth and professional mobility in the conditions of informatization of society, competitive in the labor market, competent, responsible, fluent in their profession and oriented in related fields of activity, capable of efficient work in specialties at the level of world standards.

## DISCUSSION

Successful interaction of subjects of communication is possible under conditions of effective harmonious speech communication, since the content and form of interaction are realized in communication. [1, p. 345-347]. Speech communication is associated with the linguistic concepts of "language", "speech" on the one hand, and on the other hand with concepts such as "purpose of communication", "subject of communication", "participants in communication". Communicative competence may reflect the professional and personal quality of a medical specialist who knows the norms of the Russian language and professionally oriented speech.

Due to the fact that one of the main components of medical activity is the communicative component, in our opinion the training of medical specialists should be aimed at developing the skills of public speaking, interpersonal and group communication. This includes the ability to be an

"effective" listener, to recognize, analyze and apply both verbal and non-verbal aspects of communication, etc. In medical activities, communicative competence becomes a powerful additional professional resource of a specialist.

One of the factors affecting the level of formation of students' communicative competence is the choice of the right learning strategy. A communicatively oriented strategy of the Russian language course, taking into account the whole complex of sociocultural influences, communicative needs in the educational and professional field, the professional significance of the educational material, the individual characteristics of the group and each student, provides a relatively high level of formation of knowledge, skills and abilities that are significant from the point of view of further education and future professional medical activities. [2, p. 29-32].

An indicator of the development of educational material is an understanding of the content of the text, the ability of medical students to find the necessary information, solve communicative problems: search for special information of interest, selection and extraction of the main information of interest, its generalization and interpretation and memorization.

Systematic work on the development of speech skills increases the level of oral speech, the dialogic communicative culture of students. [3, p. 9-10].

When teaching Russian as second language, it is also necessary to teach students listening to learn to extract information from oral texts and videos.

The communicative needs of students in the development of written language are specific. This dictates the formulation of highly specialized tasks



depending on the needs associated with the conversion of information: verbatim recording, with partial conversion, with a complete conversion of the recorded material, etc.

Communicative-speech competencies, as we see it, occupies a special place in the system of competencies of a future specialist. They are, in a certain sense, are “cross-cutting”, drill in the aspect of professional and general cultural training of a specialist [4, p. 8-12].

Specific relevance of the practice of teaching Russian as second language is the issue of choosing methods for the formation of communicative-speech competencies.

Depending on the level of preparedness and learning objectives the teacher chooses:

- 1) didactic language material;
- 2) teaching methods and techniques;
- 3) the organization of training [5, p. 27-30].

In our opinion, the formation of the competence of professional communication in Russian in the process of medical education will be carried out more effectively if:

- language training is combined with the training of a profession, becoming a component of professional medical training;
- language proficiency is considered as a professional property, as a component of professional - medical communicative competence;
- if integrated training is implemented;
- if the procedural side of training is organized in such a way as to simulate the “natural situations” of professional communication, in accordance with socially communicative role-playing realizations [6, p. 76-80].

We will clearly demonstrate this by the example of a set of exercises we developed for the development of speech skills in medical students.

The grammatical material. Instrumental case. In the Russian language, the following endings of words (various parts of speech, changing by cases) correspond to the instrumental case: -ой (-ою) / -ёй (-ёю) / -ей (ею) (мышца / мышцей / мышцею, больной / больною, мной / мною, челюсть, челюстью, верхней / верхнею), -ом / -ём / -ем (черепом / конём / ребром, санаторием), -ым / -им (больным / рабочим), -ыми / -ими (больными, позывными / вашими, синими), -ми (детьми, всеми), -ами / -ями (ножницами, двумястами / гусями, стульями), [-jy] (рожью, пятью), -а (сорокá), -мя (двумя), -у (полтора), Ø (кофе, хаки).

The semantic roles expressed by instrumental case are as follows:

Tool: резать хирургическим ножом кожу (cut the skin with a surgical knife);

The object that undergoes the greatest changes in the course of action and the object of possession: руководить телом (lead the body);

Agent: операция проводится хирургами (the operation is performed by surgeons);

Reason: страдать бессонницей (to suffer from insomnia);

Trajectory: идти обходным путём (follow a detour);

Time: воскресным утром (Sunday morning);

Measure: вливать банками (pour in cans);

Aspect: отличаться умом (to be different in mind);

The use of the case with the primitive prepositions for, above, before, under, s, between expresses mainly the role of the place.

Pretext Tasks

#### 1) Phonetic tasks

Say the following words: иммунитет, чужеродный, гомеостаз, обезвреживание, защитные системы, воспалительная реакция, естественный и искусственный иммунитет (immunity, alien, homeostasis, neutralization, defense systems, inflammatory response, natural and artificial immunity).

#### 2) Lexical tasks

Explain the meaning of the words: иммунитет (защитные системы организма, работающие против всего чужеродного, объединяемого под общим названием “антигена”, гомеостаз (саморегуляция, способность открытой системы сохранять постоянство своего внутреннего состояния посредством скоординированных реакций, направленных на поддержание динамического равновесия) и др. (immunity (protective systems of the body that work against everything alien, united under the general name of “antigen”, homeostasis (self-regulation, the ability of an open system to maintain the constancy of its internal state through coordinated reactions aimed at maintaining dynamic balance), etc.)

3) Work on the video "How the human immune system works."

#### Movie Tasks

##### Tasks 1

Watch the video.

##### Tasks 2

Explain the meaning of the following expressions: the immune system, innate immunity, acquired immunity, white blood cells, phagocytes, lymphocytes, bacteria.

##### Tasks 3

Answer questions about the content of the video.

1. What does the text “Immunity” say?
2. By immunity is understood ...?
3. The role of antigen may be ...?
4. Who led the proponents of the theory of cellular immunity?
5. Who led the proponents of the theory of humoral immunity?
6. How many types of immunity exist?
7. What are the types of immunity?
8. What immunity is called specific?

##### Tasks 4:



Using the studied logical-grammatical constructions, make models of speech to the material according to the content of the video.

For instance:

LGK: What is what?

MR: The immune system is a formidable army of cells, tissues, and organs that work to protect your body.

LGK: What performs which function?

Estimated MR: (The immune system performs the protective function of the body).

LGK: What consists of what?

Estimated MR: (The immune system consists of many components, but the main ones are white blood cells).

Tasks 5: Grammar Tasks

1. Write down the medical nouns in Instrumental Case

2. Make sentences with several expressions.

3. Indicate the extra row:

1) на меня, с вами, до тебя, без меня (on me, with you, before you, without me) (with you - Instrumental Case);

2) сказал ему, ко мне, к нему, надо мной (told him, to me, to him, above me) (above me - Instrumental Case);

3) на бумажке, на ногах, с намерением, в бреду (on a piece of paper, on his feet, with intent, delirious) (with intent - Instrumental Case);

4) одну статью, на похороны, сознает ошибку, карандашом (one article, for a funeral, recognizes a mistake, in pencil (in pencil, etc.).

4. Select a medical term in Instrumental Case

5. Select a medical term ending in Instrumental Case

6. Put the expressions in the correct case:

Самым деловым вид (видом - Т.п.); с чуть приметным оттенком (оттенком - Т.п.); с нахально-вызывающею усмешками (усмешкой - Т.п.); с повеселевшим лицом (лицом - Т.п.); с уж слишком серьезным вниманий (вниманием - Т.п.); с выделанным раздражениями (раздражением - Т.п.). 7. 7. What medical terms do you most often use nouns in your work or when writing documents (using instrumental). Translate them into Russian.

## CONCLUSION

Thus, we can conclude that when teaching Russian as a second language, it is necessary to develop students' communicative-speech competencies, which in turn requires the development of a set of exercises for developing students' speech skills. Without communicative-speech competencies, a complete process of assimilation and transfer of knowledge is impossible.

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