



EXTRA-LINGUISTIC FACTORS IN DEVELOPING A FOREIGN LANGUAGE SPEECH OF STUDENTS AT THE RUSSIAN LANGUAGE LESSONS

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ABSTRACT

The article under discussion depicts extra-linguistic factors in developing a foreign language speech of students at the Russian language lessons in technical higher educational institutions. The author of the article thinks that teaching Russian should involve all aspects of students' speech activity. The practical classes should include a variety of exercises for practicing and consolidating language skills. Imitation, substitution, transformation, reproductive and speech tasks are aimed at forming language, speech and communication competences in their professional sphere.

KEY WORDS: *extra-linguistic factors, effective, teaching, a foreign language, methods, speech, technical universities, model, communicative tasks, goals, concepts.*

DISCUSSION

Nowadays, knowledge of a foreign language is not only an attribute of a person's cultural development, but also a condition for his or her successful activity in various spheres of production. In this regard, the goals and objectives of foreign language teaching are being reviewed, new concepts and approaches to teaching foreign languages are emerging, and new forms and methods of teaching are being introduced.

Teaching a foreign language is a complex task. Different situations require different teaching materials, different methods, different activities, strategies and approaches. Some teachers have been using the same approach in teaching for many years and consider this method to be the most successful, the most efficient. Other teachers are constantly looking for new, more effective methods. A language should be a communication tool to penetrate into another culture, to identify its characteristics and to adopt a type of behaviour that is adequate to the perception of another culture. The program of learning the Russian language, as well as other foreign languages, includes in-depth study of grammar, phonetics and lexical composition of the language, however, theoretical study gives way to the development of practical skills [1].

The main thing becomes the functional principle of learning. It is necessary to teach students not only the basics of a foreign language, but also to teach them to communicate with interest and correctly in another language, both in professional subjects and in everyday situations [5]. Students should not only understand the speech addressed to them in a foreign language, but also build their response message correctly, which will correspond to the culture of the interlocutor. Therefore, in addition to studying the language phenomena, it is necessary to study the specifics of the cultures involved in the dialogue, their characteristics, similarities and differences.

The study of cultural traditions is an integral part of the language learning process. Teaching a foreign language is also a learning of interpersonal communication. In the process of working in the classroom, students should confirm and defend their point of view, use the arguments, learn to analyze the content of the response message and find ways of mutual understanding in the process of dialogue in the language studied. In this way, the boundaries of learning are widened to optimize the very process of communication between people. The innovative approach to learning allows to realize the modern goals of learning - the formation of communicative



competence of students and fostering tolerance in a multicultural society.

The new approach to teaching the Russian language as a foreign language is based on methods and techniques that promote effective learning. It is known that some people can learn a language at once, while some find it difficult to master it. Despite the complexity of the process of teaching foreign languages, the teacher is looking for ways in which language learning will be effective and useful for everyone. It is the teacher's responsibility to master the art of making the lesson lively and exciting. The art of teaching should include an individual set of teaching methods, tools and techniques. This includes the correct construction of the lesson, taking into account the psychology of students, the use of visual and audio materials.

In considering the essence of foreign language teaching methods, it should be assumed that in teaching methods and related sciences the term "method" is explained in two ways. The method is a way of learning, a way of research, a way of achieving a goal or solving a problem. In language teaching methods, mastering knowledge and developing a worldview on the material of the language being studied plays an important, but not the main role. The search for effective ways of mastering speech skills acquires the main importance, which, in the end, makes the use of the language studied a communication process.

The concept of ability or inability to speak is nothing more than a myth, because the ability to speak is inherent in all people from birth. The ability to speak a foreign language depends to a large extent on the way the student is taught and the way the teacher teaches. At present, there are many different methods of teaching foreign languages and their modifications [2]. However, one should not believe that any of these methods is a magical pass to the foreign language world. Some people are closer to non-standard teaching methods, others to proven classical ones. For this reason, a teacher should be well acquainted with the methods of teaching foreign languages, apply them in practice and look for or choose from them the most effective. To find out what will bring a person or group the best result, the only thing that can be done is to start teaching a foreign language in the chosen way, drawing on the experience of leading teachers in the industry. The general trend in the development of methods is related to the convergence of different methods in the direction of finding the best option for specific learning conditions.

As a subject of teaching in a technical higher educational institution (Ferghana Polytechnic Institute), the Russian language performs several

functions, one of them is communicative, which is the main, leading. The content of teaching the Russian language has a communicative orientation and promotes practical mastery of the Russian language as a means of communication. Learning to speak in a non-native language is a very complex, long and time-consuming process. It can be said that no type of language activity requires as much training as it is necessary to develop the ability to express their thoughts orally in a non-native language.

The complexity of the process of teaching oral speech is primarily due to the fact that in order to express their thoughts in the non-native language under study, students, firstly, must have a certain stock of lexical units, grammatical forms and structures, intonation drawings and have skills to use this language material in speech, and secondly, must be able to focus primarily and mainly on the semantic side of speech, combining these elements of the language structure to express their thoughts. Thus, the process of learning a non-native language has two objectives: learning how to communicate and to master the speech. This means that the following areas of teacher's activity are highlighted: language teaching, i.e. vocabulary and grammar of the Russian language, which are used as the initial basis for understanding speech and communication; speech teaching - "ways of forming and formulating thoughts through language in the process of communication"; teaching of speech activity - the process of communication, carried out with the help of different types and forms of speech and implemented in such types as listening, speaking, reading, writing [3].

The development of each type of speech activity requires the unity of three components: language as a means of formalizing thought in the word, speech as an expression of thought in the word, extra-linguistic factors: motive, situation, context. The development of speech communication skills requires the interaction of at least two interlocutors who perform different types of speech activity in turn: one speaks, the other listens, or vice versa. It is considered necessary already at the first stage - the formation of language skills - to take into account both speech and extra-linguistic factors, to develop all types of speech activities and the ability to use them in speech communication. Practical mastering of the Russian language requires first of all speech practice in the Russian language, as any skills are acquired only as a result of practice, so speech skills are developed in the process of speech practice. In other words, the practical mastering of Russian as a means of communication (learning goal) is achieved through the practical use of Russian (learning tool), i.e. students learn to communicate via speaking.



Speech practice, involving students in the process of speech communication is realized mainly through exercises. However, it is not all exercises that contribute to the formation of speech skills, but only speech exercises that provide solutions to certain communication problems. Speech exercises should provide some information related to the real world, the students' life experience; they should be creative, requiring students to solve certain speech problems on their own; the exercises should be situational, so that it is possible to produce speech for certain communication conditions. The psychological peculiarity and didactic value of these exercises is that they mobilize students' activity and encourage them to speak out.

Many scholars, methodologists and researchers recognize the effectiveness of situational communication exercises for educational purposes. Achieving the communicative goal of learning depends to a large extent on the organization of the learning process that is close to natural communication based on the simulation of speech situations. Situations used in Russian language classes to develop verbal skills are a reflection and reproduction of individual facts and cases encountered in the life of students and taken by the teacher within a strictly defined framework to address specific objectives of the learning process. It is important to emphasize that these situations are well known to students by their content. They have a clear understanding of the content of the situation and of the logic of attitude and behaviour in these situations.

The creation and use of situations at Russian lessons is a kind of imitation of elements of life itself. This is what ultimately enables students to actively use Russian as a means of communication [4]. This methodical method, to a greater extent than traditional methods, allows the use of psychological and emotional factors that have a positive impact on the learning process and learning of material in a non-native (Russian) language. If the teacher is able to create a natural situation, the lesson is interesting and motivating, with the active participation of all students.

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