



THE DEVELOPMENT OF ORAL AND WRITTEN SPEECH OF STUDENTS IN THE LESSONS OF THE RUSSIAN LANGUAGE

Zhabborova Elmira Rashidovna

Senior Teacher, Jizzakh branch of the National

University of Uzbekistan, Uzbekistan

ejabborova83@gmail.com

Annotation

The article discusses the ways of developing the oral and written speech of students in the Russian language lessons. Methods are proposed to enrich the vocabulary of students, as well as to eliminate their speech errors.

Keywords: skill, skill, ability, speech development, linguistic concept.

The Russian language in skillful hands and in experienced lips is beautiful, melodious, expressive, flexible, obedient, dexterous and roomy.

A. I. Kuprin

“Everything that people do in the human world is done with the participation and through language. Language is the most important tool for communication between people. Skillfully and with the greatest benefit, any tool can only be used by someone who has deeply, carefully studied it, who knows how it works, what parts it consists of, how it works, what kind of treatment it requires with itself” (L. Uspensky)

Speech is the ability to speak, express, convey something in words - orally or in writing.

Oral speech is the ability of a person to speak and listen, the ability of a person to pronounce words with the help of tongue, lips, mouth.

Speech development involves the development of the language ability of the child. Language ability has a level structure, correlated with the structure of the language. In the language ability, the phonetic level, lexical, grammatical, and semantic are distinguished. In accordance with these levels, work is being done to develop the speech of students.

The Russian language is one of the most difficult general education subjects. Difficulties in perceiving linguistic concepts and mastering the relevant skills and abilities by students are primarily due to the insufficient level of formation of intellectual readiness for complex educational work: low ability to concentrate, the ability to analyze, compare, generalize, draw conclusions, apply theoretical provisions





to specific practical situations, keep in memory a large amount of factual material and be able to situationally activate its specific part.

The main task of every teacher-philologist is to educate a person who owns the art of verbal communication, the culture of oral and written speech. Numerous tasks that students perform in different lessons do not always contribute to the development of their speech, and therefore their intellect.

In the conditions of modern reality, the upbringing of a person who owns the art of verbal communication, the culture of oral and written speech, is the primary task of every language teacher. Strong oral and written skills help students to better absorb the content of other academic subjects, increase interest in literature and the Russian language, and give self-confidence.

In modern domestic methodology, there are three main areas in the work on the development of speech:

enrichment of students' speech (their vocabulary, grammatical, intonational structure of speech, etc.);

prevention of speech errors (in the use of words, in the construction of phrases and sentences, etc.);

the formation of communicative skills, known as "Work on coherent speech", "Work on presentations and essays".

To date, the student must not only possess a certain amount of knowledge in subjects, but also actively use them in life, he must be able to reason, draw conclusions, he must simply be an interesting conversationalist. And for this you need to have a sufficient vocabulary.

To enrich the speech of students, work to enrich the vocabulary of students is important and necessary. It focuses primarily on attention to the word. Students not only see an incomprehensible word in the text, but also try to explain its meaning, in case of failure, they turn to the dictionary. They easily use reference literature, study the etymology of the word. And this contributes to the development of spelling vigilance and improve their literacy.

A huge role in the work on enriching the vocabulary of students is played by the development of their interest in mastering the word, in replenishing their personal vocabulary. Relying on the interest formed by schoolchildren in the lessons of the Russian language, it is possible to more successfully solve the problems of expanding their vocabulary, including the formation of their attention to unfamiliar words in the text - heard or read. Children's lack of interest in unfamiliar words, inattention to them is one of the reasons preventing the enrichment of their vocabulary. There are



frequent cases of misunderstanding of the meaning of the text, since children, when retelling it, ignore incomprehensible words or misunderstand them.

Authors M.A. Rybnikova, T.A. Ladyzhenskaya, M.T. Baranov developed guidelines for replenishing and enriching the student's vocabulary.

Speech errors are any cases of deviation from the current language norms. Without their knowledge, a person can live normally, work and communicate with others.

Error prevention is a type of work that consists in preventing errors that can be made by learners. Since oral and written speech are interconnected, speech errors are characteristic of both oral and written speech. We use oral speech more often, so it is advisable to start the work on preventing speech errors with the control of students' oral speech. The teacher should observe the speech of the children, he should develop in them the skill of listening carefully to classmates, and noting their mistakes.

To prevent speech errors, work on your speech should include: reading fiction, visiting theaters, museums, exhibitions, communicating with educated people, constantly working to improve the culture of speech.

One of the ways to prevent speech errors is reading. In the process of thoughtful reading, working memory develops, so it is very important to instill in students a love for the book and develop a literary taste in them. If schoolchildren read more, then their speech potential will become higher, speech will be more correct.

Another important type of work to prevent speech errors is working with dictionaries and reference books (explanatory dictionaries of the Russian language, dictionaries of synonyms, antonyms, paronyms, homonyms, phraseological dictionaries, etc.).

When correcting speech errors, the teacher must correctly classify them in order to clearly explain to the student the nature of the error.

The formation of students' communicative skills, that is, the mastery of school students in the process of teaching the Russian language by all types of speech activity that determine the ability to consciously perceive sounding speech (the ability to listen) and the printed word (the ability to read), competently, accurately, logically harmoniously, expressively convey in oral and writing your own thoughts.

Possession of communicative skills is manifested in the ability of students to coherently, fully, consistently and logically, to state in detail the read text, to independently create their own based on its relation to a certain functional-semantic and stylistic type of speech, highlighting the main idea, its correspondence to the topic, content of the work, situations of communication and the correct use of language means in oral and written forms.





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