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FEATURES OF TEACHING SPEAKING IN RUSSIAN LANGUAGE OCCUPATIONS

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ABSTRACT

This article deals with the training issues of speaking as a type of speech activity. The author gives the characteristic of speaking. The ways of overcoming speaking difficulties are considered. emphasis of language learning should be on developing the oral skills of military education cadets, the specificities of military service in the higher military education system must be taken into account, which create a number of problems and contradictions for studying the Russian language and developing their oral skills.

KEYWORDS: *Speaking, Characteristic, Foreign Language, Training.*

INTRODUCTION

In today's world of international education, impeccable Russian language proficiency opens up a wide range of opportunities for individual and professional development. In the higher education system, as in all spheres of society, a lot of attention is paid to the comprehensive study of Russian languages in accordance with modern requirements.

Studying the Russian language is carried through listening to spoken language. We all know how young children learn to speak. Before they say their first word, they listen to their parents speak and gradually get used to speaking. In contrast, learning Russian for adults is a little more difficult and requires purposeful practice.

In this regard, the Russian linguist B.V. Belyaev said: "If a teacher of physics demonstrates to students physical processes and phenomena, a chemistry teacher demonstrates chemical reactions; a foreign language teacher should demonstrate how to use a foreign language as a means of communication". [2, B. 82]

Currently, the spoken language activities (perception of speech by ear and oral speech) are the main priority for studying the Russian language, while reading and writing play a more supporting role.

As the main emphasis of language learning should be on developing the oral skills of military education cadets, the specificities of military service in the higher military education system must be taken into account, which create a number of problems and contradictions for studying the Russian language and developing their oral skills. Training at higher military education institutions is carried out in a closed form and is conducted in parallel with military service (internal service, guard duty, guard duty, formation training, shooting practice, etc.). These factors have an impact on the acquisition of full knowledge, increasing the effectiveness of training.

Teachers of the Russian language are ready to make changes in their practical activities, applying new teaching methods in order to improve the quality of teaching and cadet knowledge, and are certainly aware of the need for these changes. Russian language teachers today face such important tasks as the formation and training of cultured, educated officers who know the Russian language. Attaining this goal can be achieved with a high level of motivation to learn a language, because motivation is the only driving force behind the learning process.

The teacher's ability to speak the target language during the lesson is an important tool for developing learners' speaking skills in Russian, but it is also insufficient. In addition, to learn to speak Russian, they will need the following factors:

- a) Constructions sufficient for speaking;
- б) Certain lexical resources, grammatical knowledge needed to construct a sentence;
- в) Mastering their pronunciation so that they can understand and say what they hear.

Key words and phrases or key ideas can be written down in the form of a plan for a particular dialogue or text to make it easier to speak. It is also important to compare what is said with the text. An effective way is also to record what is said in order to compare it with an audio or video recording.

Another alternative way to develop the ability to speak Russian is listening. In order to master the ability to listen and speak Russian fluently, you need to listen to many audio and video materials in Russian, such as dialogues, thematic texts and audio narratives, and listen to them repeatedly from time after time. When listening to audio and video materials, it is advisable to read subtitles. Reading subtitles, repeating and listening to them while imitating the pronunciation of the images is very effective. In this way you can study any topic and practice Russian pronunciation at the same time.

Speech activity refers to "internal activity". The process of "thought formation and expression" is as active as the process of understanding written and spoken speech, and requires thinking and understanding [3, c.43].

However, in the classroom, cadets talk more with the teacher's participation, which is not the right thing to do. Teachers should try to get cadets to express their thoughts, reflect on a

particular topic, defend their opinions and pay more attention to speech development in the classroom.

In the process of applying various teaching methods and techniques in the classroom, it became clear that learning a foreign language in an artificial language environment can improve the quality and effectiveness of learning by using only play-based methods. The advantage of this is, firstly, equality in the game for all participants, and secondly, the participation of cadets who do not have a firm knowledge.

Dialogue-based learning is closely linked to critical thinking. Communicating with cadets in class helps to increase their interest in the subject, broadens their outlook, enhances their general culture and, most importantly, contributes to a deeper understanding of the material being studied. The use of dialogue in the classroom helps cadets learn to listen to each other, present information and analyse it. Through communication, cadets will have the opportunity to learn through their interactions with each other.

Working in groups is more effective in the learning process, because it takes place with the active participation of the cadets themselves and the knowledge gained during this process is stored longer.

The psychological barrier to learning in groups also disappears; cadets become more assertive and believe in their own opinions. By working in groups, cadets successfully overcome the language barrier. Creating a communication environment contributes to the successful achievement of goals.

When organizing work in groups, it is necessary to take into account the abilities of each cadet. Tasks within the group should be accurately allocated. Perhaps a cadet with low motivation to learn a language should be given a responsible role. This will give them the opportunity to demonstrate their knowledge, to learn how to form sentences correctly, to learn the meaning of new words and expressions.

The process of composing sentences and using them in speech is very difficult for cadets due to lack of vocabulary. When during communication the question "Why?" comes up, cadets are immediately confronted with difficulties because the question prompts reflection. In order to implement this in Russian, they will need a sufficient number of phrases. Cadets should be given the opportunity to express their opinion, even if it is grammatically incorrect. Cadets need to understand the problems they face and how to overcome them while speaking a foreign language. Only when they themselves understand this can positive results be seen. But, of course, teachers need to be able to guide the cadets properly.

Exercises are central to the learning of any activity. The acquisition of speech skills refers to the process of completing an exercise involving speech events, ranging from simple units of small volume to complex texts of large size. All of these constitute a set of exercises. Preparatory and speech exercises perform the tasks of building, developing and improving speaking skills and competences. They are usually referred to as training exercises.

In this article, we can get acquainted with the program for developing conversational skills. Each task takes three days to complete. Before moving on to a new task, the task you have learned

should be repeated again. Initially, the training lasts 15-20 minutes, then-1 hour. By repeating the program 2-3 times, we can observe the effectiveness of the training.

1. Exercise «Increasing vocabulary». You will need a text and a dictionary for the exercise. The task is to replace the words in the text with synonyms. For example, replace adjectives in the text with synonyms. A single word can be replaced by a phrase or a combination of words. The same can be done with other parts of speech. At the beginning you will need a dictionary, but later you can do without one. This course increases the richness of the cadets' passive vocabulary, as well as their knowledge of foreign and native languages.

2. Exercise «Telling with keywords». To do this, select five unrelated words. These words can belong to different parts of speech, with the participation of which a small text is compiled and read aloud. Each story takes 3 minutes. This task develops the cadets' imagination and logical thinking.

3. Exercise «Talking to a mirror». The story from the second exercise can be repeated in front of the mirror. First, without gestures, then with them, you should repeat the story in front of the mirror. It is necessary to determine which gestures correspond to the text. This exercise teaches gesture control.

4. «Telling with keywords» second exercise. This exercise is no different from the second one, only instead of five words, you need to choose ten.

5. Exercise «Listen to you». The sound is recorded using a Dictaphone. This exercise will help to identify gaps and successes in your pronunciation. You can self-evaluate yourself on two criteria by listening to the recording: whether you like your speech; (in your opinion) whether others like your speech. When working with a Dictaphone, you can use fiction texts and poems. You should first read the texts and then tell them. Words that are difficult to remember can be written down in a notebook.

6. Exercise with a conversationalist. You will need an conversationalist to develop your dialogical skills. The topic for the conversation should be chosen in advance. The main task of this stage is to interest the conversationalist in the topic of the conversation and draw attention to the conversation for five minutes. If the conversationalists have held several short dialogues on this topic, the task is considered completed successfully.

Practical assignments teach cadets to communicate fluently in Russian, and regular use of new reading approaches helps cadets develop their speech.

Despite the fact that these steps are a process that requires continuous work, repetition and a lot of time, the result achieved will definitely be effective. After all, as in any field, it takes relentless and serious work to achieve maximum results.

It is appropriate to apply the words of Confucius: «It is not important to go fast, it is more important to go without stopping».

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