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"DEVELOPMENT OF ORAL AND WRITTEN SPEECH IN THE STUDY OF THE RUSSIAN LANGUAGE IN AN AGRARIAN UNIVERSITY"

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ABSTRACT

The article substantiates the conceptual "development of oral and written speech while studying Russian language in future agronomists, describes a semiotic-situational approach as the basis of research, reveals the pedagogical principles of the process under study. The teaching of oral and written speech in the methodology has long been called the development of coherent speech. At the same time, coherent speech is understood as a process, speech activity, and a certain result of an act of communication, i.e. detailed answer of the student on the material of the academic discipline, oral and written presentation of the text created by the student, abstract, article in the wall newspaper, description, reasoning, report. a certain speech work, text.

KEYWORDS: *Russian, student, agrarian university, oral, written.*

INTRODUCTION

In connection with the adoption by the Republic of Uzbekistan of the Law of September 24, 2020 "On Education in the Republic of Uzbekistan", the state authorities of the subject of the Republic of Uzbekistan in the field of education ensure state guarantees of the rights of citizens to receive public and general education.

On the one hand, teaching students with Russian as a non-native language is a special area of methodology, specific learning conditions are created for such students, on the other hand, and all students of the Republic of Uzbekistan must go through the system of state final certification, not differentiated depending on the knowledge of Russian as a non-native language.

The main task of the language teacher is to bring the lessons of Russian as a non-native language closer to the lessons of Russian as a native language, and not as a foreign one.

As part of the introduction of educational standards of the second generation, much attention is paid to the development of the speech of students, including those who study Russian as a non-native language.

The primary task of every language teacher is to educate a person who owns the art of verbal communication, the culture of oral and written speech.

Students master the Russian language through speech activity, through speech perception and speaking. That is why it is so important to create conditions for the speech activity of children.

The weakest link in the general system of teaching the native language is the work on the development of coherent speech of students.

The teaching of oral and written speech in the methodology has long been called the development of coherent speech. At the same time, coherent speech is understood as a process, speech activity, and a certain result of an act of communication, i.e. detailed answer of the student on the material of the academic discipline, oral and written presentation of the text created by the student, abstract, article in the wall newspaper, description, reasoning, report. a certain speech work, text. Each of the speech works indicated in the program acts both as a subject of instruction and as a means by which communicative skills are formed and developed. So, by teaching to build a text of the type of reasoning-proof, the teacher helps schoolchildren to realize the features of this type of text, to master certain skills, and at the same time, all this work serves as a means of developing communication skills, human communication skills. That is why a clear understanding of the content of work on the development of coherent speech, its sequence and the optimal selection of methods and means of teaching corresponding to the tasks are of great importance.

Three main directions of the development of students' speech can be distinguished: mastering the norms of the literary language, enriching the vocabulary and grammatical structure of students' speech, teaching various types of speech activity.

For successful work in these areas, you can use various productive pedagogical technologies: student-centered learning, the development of critical thinking through reading and writing, gaming technologies, information technology. Such training involves not only equipping schoolchildren with educational information, but also the development of their intelligence.

The main goal of teaching Russian as a non-native language is the development of students' communicative activities. Therefore, the formation of the skills and abilities of verbal communication or communications is put forward as the most important goal of training. This is formed in all types of education: reading, speaking, and writing. And above all, communicative target attitudes play an important role here, requiring students to be able to express agreement, support what was said, join what was said, complement the interlocutor (agree, continue what has been said). When studying any language of the world, a person tries to learn his communicative activity. In educational activities, great importance is attached to communication between students and teachers.

Mastering computer technologies allows you to really individualize the educational process, enhance the positive motivation for learning, intensify cognitive activity, and enhance the creative component of the work of both the student and the teacher.

Information and communication technology is both a delivery medium and a control medium. Computer lessons will help to improve the level of teaching, enhance the motivation for learning, and activate students' cognitive activity.

The development of interest in the subject is also associated with the development of the individual abilities of students. There are "strong" students in the class who strive to get a high percentage of knowledge, skills, abilities, having a high learning potential and "weak" students. Given these features, you can use the learning technology. The essence of the technology is that the student is given the time that corresponds to his personal abilities and capabilities, which allows him to assimilate the material. In addition, "strong" students are given tasks of increased difficulty, which contribute to the development of cognitive interests.

If there are goals and motives for communication, then the act of communication within the framework of a speech situation will take place. The best technique for activating oral and written speech is an interactive technique, which is translated from English as interaction, where the teacher and student work to achieve one goal. For example, this includes various situational tasks with dialogical and monologist speech and the ability to express one's thoughts in the form of texts, creative, research works.

Game technologies: Learning will be successful if knowledge, skills, and abilities are learned in strict sequence, when each new lesson is based on the previous ones. But in the learning process, it is important not only knowledge, but also the impressions with which the child leaves the lesson. Techniques for learning proverbs, sayings, and poems help students' master aspects of the language.

With the help of such game techniques, you can consolidate new language material, or you can cheerfully and easily repeat the material you have covered.

Thus, the basis of communicative activity is made up of communicative skills, formed on the basis of linguistic knowledge, skills, and skills, That is, work on communicative concepts gives good results.

In conclusion, I would like to say that the main thing in a teacher's work is striving for creative search. Such lessons allow students to see the benefits of learning a subject, resulting in an increased interest and quality of education in the subject being studied.

In the university, in the process of educational activity, all functional varieties of speech develop, but speech as a means of cognition, preservation and transmission of information, speech as a means of organizing collective actions, speech as a means of self-awareness and self-expression, influence on comrades and adults is of particular importance. At this time, along with interpersonal communication, group communication is intensively developing. It is at school that students master book styles of speech. Comprehending the fundamentals of the sciences at school, children use the educational and scientific variety of book speech, when in the classroom they briefly or in detail answer the teacher's questions, make messages and reports (on the topics of the subjects being studied). The school also begins to develop a journalistic style of speech, the formation of which is associated with active participation in public life, the study of subjects of the humanitarian cycle. The latter is explained by the fact that in the social sciences, facts, phenomena, ideas, views are not simply communicated, but analysed from certain ideological

positions. The language of social sciences is characterized by a scientific and journalistic style of presentation.

The formation and improvement of students' speech requires purposeful work. In accordance with the current program, in the lessons of their native language, students receive special knowledge about speech

These general communicative (sometimes called communicative-speech) skills include:

- The ability to reveal the topic and the main idea of the created text;
- The ability to collect and systematize the material on the basis of which the statement will be created (this skill presupposes the ability to think over the content plan of the text);
- The ability to build a statement in a certain compositional form (speech genre), for example, in the genre of a non-fictional story, reportage, in the form of portrait sketches, etc.
- The ability to select the language means that are optimal from the point of view of the speech task and the conditions of communication;
- The ability to edit, improve what is written (the latter refers to the communicative skills of writing).

The need to form the above-mentioned communication skills is explained by the fact that without special work, schoolchildren do not master them properly. As shown by the research, the typical deficiencies of oral and written statements, students are:

- Expansion or narrowing of the topic of the statement, "departure" from the proposed topic; overloading the statement with details that are not relevant to the disclosure of the topic;
- The lack of an idea, the main idea of the statement or the inability to fully disclose it;
- Inability to select the material necessary for the statement and systematize it, violation of the sequence in the presentation of thoughts, repetitions;

Lack of connection between parts of the statement, the disproportion of its individual parts;

- Inconsistency of the content, compositional form and selected language means to the task and the addressee of the statement, the conditions of communication; unjustified violation of the stylistic unity of the text.

For the successful formation of communication skills, coordinated and purposeful efforts of all teachers are required, i.e. need a general program of work for the development of coherent speech, students at the inter-subject level.

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