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## FEATURES OF THE FORMATION OF COMMUNICATIVE SPEECH IN THE EDUCATIONAL PROCESS OF STUDENTS AT THE LESSONS OF THE RUSSIAN LANGUAGE

**Dilorom Djalilova\***

\*Teacher of the Russian language,  
Shahrisabz Branch of Tashkent State Pedagogical University,  
Named after Nizami, Shahrisabz, UZBEKISTAN  
Email id: ismatovay@gmail.com

### ABSTRACT

*The article examines the use of interactive teaching methods in the development of students' communicative competence. The author clarifies the concepts of "interactive teaching methods", "communicative competence", "development of communicative competence", gives a classification of interactive teaching methods, among which are game, discussion, creative, design, information and computer, as well as their general characteristics, features and didactic the possibility of using in training sessions. The necessity of using interactive teaching methods for the development of the communicative competence of students is substantiated. In the modern conditions of the development of education in Uzbekistan, the requirements for graduates of a non-linguistic university in the field of the level of proficiency in Russian are increasing. A modern specialist must be prepared and capable of effective oral and written communication in Russian.*

**KEYWORDS:** *Interactive teaching methods, Communicative competence, Development of communicative competence, Game teaching methods, Discussion teaching methods, Creative teaching methods, Design teaching methods, Information-computer teaching methods.*

### INTRODUCTION

The teacher is the main profession on earth. If it were not for him, there would be no physicists or lyricists. There would be no one to build houses, ships, fly planes and solve the most complex problems of modern politics ... I am sincerely grateful to the teacher - the discoverer of the human soul, the pioneer who plows the way into the future. Aibek Musa Tashmukhamedov.

Mastering the Russian language should be based on methodological principles that take into account the concept of lifelong education in the republic, which is based on democratization, humanization, differentiation and individualization of the learning process, reliance on national and cultural traditions and universal values. It is rightly said that those who do not know their native language do not know their ancestry, their roots. This person has no future. Without knowing the language of a person, you will never know his soul. The native language is an inexhaustible treasury of the entire spiritual being of man. Mastering a language is a versatile activity, but its core should be a grammar course with a practical focus.

New educational technologies offer innovative models of building the educational process, where the interconnected activity of the teacher and the student is brought to the fore, aimed at solving both educational and practically significant tasks. Modern requirements for the Russian language lesson pose many new tasks for the teacher, one of which is to teach students to independently acquire knowledge. Russian language lessons are distinguished by a variety of methods, as well as innovative techniques, obeying general requirements: Innovative technologies allow developing the following approaches in teaching Russian in modern methods:  $\frac{3}{4}$  questionnaires;  $\frac{3}{4}$  testing;  $\frac{3}{4}$  discussion of problematic issues;  $\frac{3}{4}$  creative tasks;  $\frac{3}{4}$  educational games;  $\frac{3}{4}$  extracurricular teaching methods. Lessons closely related to life, bearing elements of moral education, are quickly assimilated by students and turn into their moral credo. The lesson is the main form of organizing the educational process in the Russian language. in higher educational institutions. The educational process is a joint activity of a teacher and students to transfer and assimilate new knowledge and master skills over a period of time.

In the modern conditions of the development of education in Uzbekistan, the requirements for graduates of a non-linguistic university in the field of the level of proficiency in Russian are increasing. A modern specialist must be prepared and capable of effective oral and written communication in Russian. The foregoing actualizes one of the problems of modern language vocational education - creating conditions for the development of communicative foreign language competence among future specialists in various fields of production. An analysis of theoretical research and pedagogical practice has shown that the process of teaching the Russian language at a university, and interactive te Speech is a type of human communication, a historically established form of communication between people. Speech is the most universal means of communication, since the meaning of communication is least lost in the transmission of information using speech.

Communication (lat. Communication - message, connection)

1. Communication or transmission by means of language of the content of the statement.
2. The specific form of interaction between people in the process of their cognitive and labor activity [1; from. 2000].

Communication is the foundation of human life. Successful social, emotional and intellectual development is impossible without free communication. The student should be able to express their thoughts, feelings and desires easily, quickly and clearly.

The main goal of the communicative aspect of language teaching is the formation of the skills of speech activity in its main forms and types. The mechanisms for solving communication

problems determine the content side of the academic subject, which includes the speech and language components in their relationship and interaction.

Communication is a complex process that requires many skills. Speech is just one of the many ways we communicate our messages. Since ancient times, human society has used additional means of communication and information transfer, many of which still exist. A separate speech action (a piece of communication) is called a communicative act.

The simplest scheme of a separate communicative act in the process of speech communication looks in a certain way.

Within the framework of a communicative act, the sender of information (for example, a speaker), having a motive for the utterance, builds it in internal speech, and when translated into external speech, encodes it into sounds. The receiver, perceiving the incoming signal, decodes it and recognizes the meaning of the statement. He also has a motive for the statement, an exchange of remarks takes place, i.e. feedback is provided. In other words, the sender and the recipient are reversed, but the scheme of the communication act remains the same. Thus, verbal communication is the communication of people, understood in the broad sense of the word not only as a conversation or conversation, but as any interaction with the aim of exchanging information (reading, writing, etc.). In accordance with this, communication is carried out in the process of a person's speech activity using verbal (verbal) and non-verbal means.

Verbal Communication -Communication by means of words or verbal communication. Its peculiarity lies in the fact that, in form and in content, it is directed at another person involved in the communicative process, it is a fact of communication. Verbal communication can be directed at an individual person, a certain group (or even not have a specific addressee), but in any case it has a dialogical character and is a constant communicative act [2; from. 126].

The act of verbal communication is a dialogue that consists of speaking and listening. Speaking has been a longstanding subject of research. There is a special science - rhetoric, a special discipline is laid out - oratory. In the modern literature on communication, great attention is paid to listening skills. Research shows that few people have sufficient listening skills. I. Atwater points out that listening is very difficult. We are primarily busy with our own broadcasting. In addition, if a person fell silent during the dialogue, it does not mean that he is listening. Hearing is an active process that requires attention. But, clarifying, evaluating or analyzing information during a dialogue, a person pays more attention to his deeds than to what he is told. This is especially true in situations of conflict communication [3; from. 417].

In dialogue, we are more often interested in whether the other understood us than that, whether we understood him. This distorts the communication process. The best method to avoid this is non-reflective listening. Its essence lies in non-interference in the language of the interlocutor (conditionally passive listening).

Depending on the situation, during a non-reflective hearing, support, approval, understanding can be provided with minimal answers that help prolong the conversation. Such neutral words help support the conversation, relieve tension. Researchers identify three main functions of speech: communicative, regulatory and programming.

1. The communicative function provides communication between people using language.

Language is a system of verbal signs, a means by which communication between people is carried out. Speech is the process of using language to communicate with people. People lived and live in society. Social life and work of people make it necessary to constantly communicate, establish contacts with each other, and influence each other.

2. The regulating function of speech realizes itself in higher mental functions - conscious forms of mental activity.

It is assumed that speech plays an important role in the development of voluntary, volitional behavior. Initially, the highest mental function is, as it were, divided between two people. One person regulates the behavior of another with the help of special stimuli ("signs"), among which speech plays the greatest role. Learning to apply to one's own behavior the stimuli that were originally used to regulate the behavior of other people, a person comes to master his own behavior. As a result of the process of interiorization - the transformation of external speech activity into internal speech - the latter becomes the mechanism by which a person masters his own voluntary actions

3. The programming function of speech is expressed in the construction of semantic schemes of a speech utterance, grammatical structures of sentences, in the transition from a concept to an external expanded utterance. At the heart of this process is internal programming, carried out using internal speech. It is necessary not only for speech utterance, but also for the construction of a wide variety of movements and actions.

Thus, the child's speech is not an innate ability, but is formed under the influence of the speech of adults. There are several stages in the development of speech - preparatory (up to one year), preschool (up to 3 years), preschool (up to 7 years), school. Distinguish between external and internal speech. External speech is oral and written. In turn, oral speech is monologic and dialogical. Researchers distinguish three main functions of speech: communicative, regulating and programming.

These functions are essential for human communication. They provide communication between people using language, with their help a person masters his own behavior, as well as correctly builds his speech utterance, various movements and actions.

In school practice, retelling is understood as the free transfer of the text "in your own words" or the transfer of the narration or description created by the speaker to the listeners.

The retelling is designed for the imaginative thinking of the audience, it seeks to excite their imagination and feeling. An essential feature of storytelling is its improvisational character. This is the difficulty of storytelling and this is its educational role. Storytelling enhances speech culture more than expressive reading. It is in the process of telling that the vocabulary and phraseology of the narrator is enriched. Of the vast vocabulary that makes up the dictionary of the Russian language, everyone owns a relatively small vocabulary that makes up his personal dictionary.

There are several classifications of paraphrases. We give the classification proposed by Naydenov B. S. Naydenov B. S. Expressiveness of speech and reading. M.: Education, 1969.

1. Telling based on personal impressions

2. Retelling close to the text (detailed retelling);
3. A brief transfer of the content of the work or part of it (short retelling);
4. Selective retelling;
5. Creative retelling.

Let us briefly explain each of the types of retelling.

- Storytelling based on personal impressions

This type of retelling involves the presentation of facts and impressions by children from personal experience. It is easier for a student to talk or write about something that is well known to him, about what he himself observed, than to understand the author's text, to comprehend the content and then writes or tell. That is why it is more expedient to start teaching retelling with this type of storytelling.

The success of the story depends on three things: the clarity with which the child imagines what he is talking about; the degree of his passion for the story; the activity of transmitting your thoughts and feelings. All this is much more inherent in storytelling based on personal impressions than other types of retelling.

### **Detailed Retelling**

Among the various types of retelling, the most widespread in practice is a detailed retelling - a retelling of a text in the sequence in which it is perceived when reading. At the same time, it is viewed mainly as a means of fixing the content of the read texts in children's memory and thereby enriching the range of students' ideas and knowledge.

Observations show that the student's tenacious memory captures for a short time the words and expressions from the text required by the teacher for retelling. However, retained by the memory for such a utilitarian, close goal, they then very quickly "erode", never entering the student's active vocabulary. Meanwhile, of all types of retelling, a detailed retelling contributes to the enrichment of the children's vocabulary, the formation of a sentence structure and the development of coherent speech of students. In addition to the fact that students get acquainted with vivid turns of speech, samples of the literary language, they master the words necessary to connect one thought with another, expressing various temporal and. causal relationship. This is how pronouns, conjunctions and other grammatical categories appear in the students' speech, which they practically master.

### **Brief Retelling**

The ability to concisely formulate and transmit your thoughts to others, to reproduce briefly what you have read, to briefly tell about what you have seen, heard, viewed - the most important quality of coherent speech. To tell briefly is a much more difficult task than to tell in detail, everything in a row. What is its peculiarity, what requirements does it make to mental activity?

The complexity of the task of a short story (or retelling) lies, first of all, in the fact that it presupposes the selection of material necessary to reproduce the main meaning of the perceived. When asking a student to tell him briefly, the teacher usually formulates this task as follows: "Tell me briefly, do not tell everything, but only the most important thing, the most essential".



Some parts of the read, which are the main thing in its content, the student must necessarily absorb into his story, but the less essential parts of this content must be weeded out, not included in the retelling. Thus, in order to carry out a brief retelling, the student must first of all carry out a complex analysis of the perceived content: highlight the main thing in it and separate it from the secondary one. Since the minor parts, which most often complement the main ones and "go" next to them, should not be included in the retelling, the student must independently unite the thoughts selected for reproduction, that is, make a new synthesis of the content selected for reproduction, establish in it new connections. However, the complexity of the problem is not yet exhausted by this.

The brevity of retelling cannot be achieved by simple mechanical discarding, screening out, cutting off more secondary parts of the content. The brevity of the presentation of topics is also difficult, that it always requires other, in comparison with the perceived, speech means, turns, methods, other formulations to express the perceived content. A brief retelling is always the result of a complex rethinking of what has been read, the transfer of its content in a more generalized speech form.

In this sense, a brief retelling is a much more difficult task than a selective retelling. For selective retelling, some parts are also selected and others are sifted out, but the mechanism of this selection in selective and short retellings is fundamentally different. In a selective retelling, it is usually required to reproduce only a certain part of the content, and this part is always given, defined ("Tell only about the habits of a swan, do not tell about everything else", "Tell us what you read about the nature of the winter forest, about the life of animals about the winter there is no need to tell the forest", etc.).

Solving such a problem is much easier than highlighting the main thing; in order to fulfill the latter, one must understand what the main thing is and, accordingly, what the secondary one is. The main difficulties that children experience when preparing a short retelling are primarily associated with the task of determining what is the main thing, as well as with finding the appropriate speech forms for expressing it.

The main thing cannot be distinguished by cutting off the ooze by simply skipping some parts of the content and reproducing others. The main idea, the main idea of the content 'is usually present to one degree or another in all its parts, intertwined (sometimes very difficult) into the fabric of the entire work, when it comes to a verbal text. The expression of the main content is almost always associated with the reformulation of the text, with the introduction of certain generalizations and conclusions into its content.

### **Selective Retelling**

Selective retelling usually includes only certain parts, certain lines of the work. The very name of this type of retelling indicates that its main, most essential feature is selection, choice.

First of all, the students are faced with the task of isolating from the content of the text those parts of it, those lines that relate to the topic assigned to it, and focus their attention on them. Thus, he must first of all carry out a complex analysis of the entire content. Selected, selected for retelling parts (lines or parts of the content), he must then combine in such a way that a coherent story on a given topic is obtained, that is, to carry out a synthesis of the selected content. And, finally, the student must always take care that this retelling does not include the material, the

content that, although he was perceived nearby, is not directly related to the topic set for retelling, that is, students are required to be able to abstract from certain parts of the perceived content.

It is known what great obstacles a student faces when it comes to answering a question that only applies to any part of the text. How often, in response to a teacher's suggestion to continue, a story started by another student, the student begins to tell all over again.

Selective retelling makes much more serious demands on the mental activity of children than detailed ones. However, the complexity of the task does not mean that it is inaccessible to students.

### **Creative Retelling**

The following options for creative restructuring and additions during retelling are known:

- Retelling with a change in the face of the narrator; most often this is a retelling in the third person, if in the original the narration is in the first person

Strictly speaking, a retelling with a change in the face of the narrator cannot yet be called a creative work, since the restructuring of the text is predominantly grammatical. However, replacing the first person of verbs with a third party leads to the need for some changes in the content of the text, for example, it is necessary to translate direct speech into indirect speech.

- Retelling from the person of one of the characters

A work that has much in common with selective retelling, but sometimes requires very significant changes and additions, to successfully cope with such a retelling, the student must enter the role of the character; understand his age, character, and look at events through his eyes.

- Retelling of the entire text or part of it with creative additions, with fictional episodes, details, descriptions of the landscape, descriptions of the appearance of people

- Continuation of the story, the fate of the hero

Students are especially attracted by such additions, which set out (more precisely, projected) the future fate of their favorite heroes.

- dramatization of a story, that is, drawing up dialogues based on a read work of art, reading them by roles, as well as stage embodiment

It consists in conveying the events of the narrative in a dramatic form. It is recommended to stage texts in which there are many dialogues and a relatively simple setting. Role-based reading serves as a transition from regular reading to staging. Reading in faces, children practice expressiveness, better highlight the words that belong to the characters. When retelling students, only dialogues are conveyed, and the presenter (or presenters) in brief words outlines the situation against which the action takes place.

- Verbal drawing ("what I would depict in a picture").

To increase the emotional level of perception of a literary text, verbal drawing or illustration is also given. When the story or description is read, the teacher says: "How do you imagine the situation at such and such a moment of action? Tell it as if all this is in front of your eyes, as if

you yourself sees and describe. "Usually, verbal pictures are drawn for those episodes that are especially important for understanding the ideological concept of the story. If the description is illustrated, then the most beautiful and at the same time available to students paintings are selected.

Thus, retelling refers to the free transfer of the text "in one's own words" or the transfer of the narration or description created by the speaker to the listeners. There are several types of retelling used in school: storytelling based on personal impressions, detailed retelling, short retelling, selective retelling, creative retelling. Storytelling based on personal impressions involves the presentation of facts and impressions from personal experience. The task of a detailed retelling is to reproduce the text in the sequence in which it is perceived when reading. A brief retelling assumes a concise transmission of the semantic parts of the text. Selective retelling usually includes only certain parts, certain lines of the work. With creative narration, additions are made and various rearrangements are made in the original text. A one-way form of communication is present not only in lectures, but also in practical ones. The only difference is that it is not the teacher, but the student who broadcasts some information. These can be answers to questions posed by the teacher before the start of the workshop, abstracts, reproduction of lecture material. This form of communication does not meet the principles of the competence approach. The form of multilateral communication in the educational process is fundamentally different. The essence of this communication model presupposes not just the admission of students' statements, which is important in itself, but the introduction of their knowledge into the educational process. Teaching that is open in a communicative sense is characterized by the following statements: 1. Students are better at mastering certain skills if they are allowed to approach the subject through their own experience. 2. Students learn better if the teacher actively supports their way of learning. 3. Students perceive the material better if the teacher, on the one hand, structures the subject for easier assimilation, on the other hand, accepts and includes in the discussion the opinions of students that do not coincide with his own point of view. The transition to a competence-based approach in organizing the learning process provides for the widespread use in the educational process of active and interactive forms of conducting classes (computer simulations, business and role-playing games, analysis of specific situations, psychological and other trainings) in combination with extracurricular work.

During a lecture, any student should be ready to participate in mini-discussions, ask the lecturer questions and answer his questions on the topic of the lecture. Thus, there is an intensification of work in lectures, which cease to be exclusively a teacher's monologue. Self-preparation for practical lessons consists in the mandatory fulfillment by the student of all types of tasks on the topic of each lesson. The student must be ready to answer questions on the lesson plan, reliably master the basic concepts and categories, answer questions for self-examination and complete problem assignments in writing. When using interactive methods, the teacher's role changes dramatically, ceases to be central, he only regulates the process and is engaged in its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of the planned plan. The use of interactive forms and methods of teaching in the process of studying at a university will allow acquiring:

- a specific student: - experience of actively mastering the content of future professional activity in conjunction with practice; - development of personal reflection as a future professional in his profession; - mastering new experience of professional interaction with



practitioners in this area; • study group: - development of communication and interaction skills in a small group; - the formation of value-orientational unity of the group; - encouragement to flexible change of social roles depending on the situation; - adoption of moral norms and rules of joint activities; - development of skills of analysis and introspection in the process of group reflection; - development of the ability to resolve conflicts, the ability to compromise; • teacher - group system - non-standard attitude to the organization of the educational process; - formation of motivational readiness for interpersonal interaction, not only in educational, but also in professional situations.

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