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THE PROBLEM OF WRITTEN SPEECH IN RUSSIAN LANGUAGE COURSES AT HIGHER EDUCATION

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ABSTRACT

Language and literature play a key role in personality formation a person, his life in society, everyday communication and professional activity. An important stage in the development of language and literature is stage of general education. The purpose of the concept of teaching Russian language and literature in educational institutions of the Russian Federation – designate problems existing in the teaching of these subjects in schools of different types, outline possible ways to solve them and determine conditions conducive to the development of language and literary education school children. Together with legally approved Federal State Educational Standards (FSES) and Exemplary Basic Education Programs (VET) concept forms the basis of philological education at school.

KEYWORDS: *Designate, Federation, Determine*

INTRODUCTION

Russian language and literature traditionally form the basis of Russian education. The Russian language is necessary for a citizen of Russia as the main one a means of communicating with other people. Literature created in Russian, is the bearer of important for the self-awareness of the people and the individual meanings, spiritual and moral ideas. Language and literature preserve historical experience of generations and pass it on to descendants.

Since childhood, a person thinks and expresses his thoughts in his native language, with his with the help he learns the world and joins the national and world culture. The habit of using the language makes it difficult to realize that a full-fledged mastering it should be the result of conscious labor and applied effort. The better we are able to apply communication and stylistic the resources of the language, the more we can achieve, because the skill is competent and

expressively speaking and writing, listening, reading and understanding is the basis intellectual development of the personality, contributes to successful activities a person in any professional field.

Problems of studying the Russian language and literature

Long-term tradition of systematic study of the Russian language and literature at school, the accumulated methodological approaches, the developed examination base, approved educational and methodological complexes, specific scientific and pedagogical teams and educational practices - all this is undoubted important potential of the domestic teaching system. However, there is a whole a number of problems that still remain unresolved and are even aggravated in recent times. The origins of these problems are both inside and outside the system. Education, they need to be addressed comprehensively. These problems can be classified as follows.

Problems of reading and understanding text by modern schoolchildren

- Literary education at school is being built today in conditions a noticeable decrease in children's motivation to read. Modification of properties and conditions the existence of texts with which children and adolescents deal (electronic media with nonlinear text presentation capabilities, system hyperlinks, an abundance of short everyday texts that appear instantly in printed form and blurring the idea of the special status of the printed words, etc.), an increase in the total number of texts, a decrease in their volume and restructuring along with a range of social and linguo-social problems lead to the fact that the traditional, linearly unfolding large book text is more and more difficult to perceive and read children. This becomes a serious obstacle to the development of literary works and the soil on which the imitation reader's activities (reading short retellings, using ready-made essays and abstracts, etc.).

- The main type of educational work in literature lessons is analysis (checking) of works, acquaintance with historical and cultural information about work, author and literary process, mastering the conceptual apparatus literary criticism. This important analytical, interpretive activity makes sense if it was preceded by full reading and understanding artwork. Meanwhile, it is the stage of reading that is often falls out of school use, from the area of special attention and control, especially in high school. The reason is the elementary lack of educational time and volume of programs. A quick acquaintance with the texts or their retellings, reliance on the summary of the textbook, and not on the text of the work itself - signs of negative phenomena in the teaching of literature. During school study of literature (historical and literary facts and events, artistic features of outstanding literary works) a balance is needed between developing reading and comprehension skills literary text as an artistic reality, on the one hand, and mastering a set of analytical skills to understand laws of the historical development of literature as an art form and correctly interpret works of art - on the other.

- In many cases, the student is not formed interest in mastering the voluminous corps of Russian and world literature that the program offers him. Existed many decades external stimulus (in the form of compulsory graduation and introductory essay on literature) is missing today. Unified State Exam in literature needs to be taken by a very small part of schoolchildren. Need in literary education, its prestige in society today is small. The fundamental values that literature carries as an art form, come into conflict with momentary, pragmatic values, often coming to the fore in everyday life, in the means mass media. In fact, literary education collided today with a serious

challenge - the search for internal motivation to attract children and adolescents to literature, the development of argumentation and methods for increasing interest in acquaintance with both Russian classics and the most significant works of modern literature. Mastering the child riches of classical and modern literature needs a thoughtful accompanied by adults, it is necessary to increase the attention of adults to the very process of interaction between the reader-student and literature.

Substantive problems

Russian language

- Analysis of examination test materials for the high school course and texts of the composition newly introduced to the Russian school (2014), as well as observations of the speech practice of school graduates show that many graduates do not have enough skills in correct and expressive oral and written speech (including in relation to different situations and communication conditions), the norms of the Russian literary language, features Russian speech etiquette, do not know how to correctly, accurately express their thoughts.

- In the school practice of teaching the Russian language, mastering theoretical knowledge in many cases turns out to be isolated from the ability to apply this knowledge in practical speech activity. Assimilation does not maintain a significant number of spelling and punctuation rules actively improving student literacy; skill phonetically to parse a word does not guarantee compliance with orthoepic norms when the use of this word in living speech; knowledge of sentence structure and the ability to draw up its scheme does not determine the correct construction of independent expression, etc.

- The course of the Russian language at school has changed significantly in recent years: more attention is paid to the development of students' speech abilities; goes to past prioritization of spelling and punctuation skills as such. However, the ratio of theoretical and applied elements the content of the subject "Russian language" is still far from optimal. The concepts of "consistency" and "scientific" are interpreted by the authors of various textbooks in different ways: in many cases, scientific character in them turns into pseudoscience, and consistency - redundancy of formal classifications. Formation of communication skills is possible only on the basis of solid theoretical knowledge and formed speech skills. However, this is where the main difficulty and one of the reasons for the loss of interest in the subject "Russian language". Linguistic theory and practice of the formation of linguistic skills in many modern textbooks does not give a holistic view of language as a means of expressing a certain meaning and reflection of the environment in the world, a tool of thought and therefore does not develop internal motivation to study subject. A schoolchild who learns a language that has been spoken since childhood should understand why he is studying, for example, the morphology or syntax of Russian language, etc.

- The basic and advanced levels of learning the Russian language in practice are not implemented, since there is no special form of final control for philologically oriented students - Unified State Exam in Russian profile level. As stated in the Federal State educational standard for complete (senior) school (2012, paragraph 9), substantive results at an in-depth level "oriented mainly to prepare for the subsequent professional education, the development of individual abilities of students through deeper than that provided by the basic course, mastering the basic sciences, systematic knowledge and methods of action inherent in this subject". Thus,

the purpose of the subject "Russian language" at an advanced level consists, among other things, in providing continuity of learning the Russian language in the chain "school - university" for language and text oriented learners. Approaches to the final attestations in the Russian language at the basic and advanced levels should be different. If the priority of the check is obvious at the basic level communicative competence of students, then at an in-depth level at the first the plan leaves the language competence, the level of which should allow students to solve linguistic problems, continue their studies at higher educational institutions according to their programs.

CONCLUSION

It is necessary to take into account the obligation to fully implement the creative potential of a language teacher, endowed with the proper degree public trust, with all the possibilities for creative work at school. To this end, regulatory requirements should be optimized. to the structure of the working programs of training courses, eliminate redundant parameters of control over the long-term planning of the teacher's work.

It is necessary to implement a set of measures to create textbooks Russian language and literature of a new generation, built on the basis principles of differentiation and individualization focused on the optimal combination of compulsory and optional components of educational programs involving the priority development of independent creative student work while minimizing all types of reproductive activities in the process of mastering linguistic and literary material. At this must take into account the fact that schoolchildren in their environment in reality, they are more likely to deal with materials consisting of parts with a varied presentation of information (text, sound, graphics, three-dimensional objects, etc.) rather than just linear text. This should be borne in mind when development of modern courses.

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