

Some Aspects of Organizing and Improving Students' Oral Speech at Non-Language Faculties

*Nazirova Zilola Rasulovna*¹

Annotation: The article is devoted to the issues of increasing the effectiveness of teaching the Russian language in non-philological universities. The article discusses the methodology, methods and approaches of teaching Russian as a foreign language. Attention is also paid to the scientific, pedagogical, psychological characteristics of students when mastering oral foreign speech, and also considers ways to solve key points necessary to implement a number of tasks for the effectiveness of teaching the Russian language in a university setting.

Key words: oral speech, speech situation, communicative competence, linguistic and methodological experience, age characteristics, educational process, skills formation, motivation, educational technologies, learning effectiveness.

Introduction.

Globalization, digitalization in modern society, expansion of international relations and cooperation with other countries in the field of politics, economics and culture, causes the majority of students as future specialists to learn a foreign language in order to become a participant in international activities and communications, as well as to be modern and in demand in its activities.

Despite a strong desire, many students experience difficulties in learning a foreign language. The fact is that according to psychologists, logical memory improves with age, but short-term memory worsens. A favorable factor is the interconnectedness and coordination of functions, which compensates for individual shortcomings. Linguistic and methodological experience demonstrates both negative and positive influence on the effectiveness of training. Lack of knowledge in your native language can make it difficult to understand and master grammatical and lexical structures.

Methodology and analysis of relevant literature.

Oral speech is based on the formation of pronunciation skills, the formation of lexical and grammatical skills, and listening skills. At the initial stage of training, it is impossible to separate the process of formation of these skills.

Many psychologists identify eight important features in adult learning.

1. Adult learners should be motivated to learn. Their studies will only be effective if they have a strong desire to acquire new skills and abilities. Motivation cannot be imposed, but it can be stimulated from the outside.
2. An adult learner will study only what they consider important and necessary for use in practice.
3. Adult learners learn by doing. If they have the opportunity to apply the acquired knowledge in practice, consolidate it, and regularly repeat it, then the new knowledge will be retained longer than with “passive” learning.
4. When teaching adults, it is necessary to use realistic problems from practical life and look for a specific solution.

¹ Teacher of Russian language at the Department of Uzbek and Foreign Languages Tashkent branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology



5. Previous life experiences have a great influence on the adult learner. How a student perceives new knowledge directly depends on his previous life experience.
6. Adult students need an informal environment, since many people have unpleasant memories associated with school.
7. When teaching an adult group of students, you need to remember to use different teaching methods. Learning will be more effective if new knowledge is perceived by multiple senses, such as vision and hearing.

When working with students from non-linguistic departments, especially if they do not yet understand other speech, the teacher needs to introduce students to the new structure. This involves learning new words and sounds. Students listen to this structure and repeat after the teacher or speaker. This structure is used in microdialogues between each other with a teacher or fellow student. When there are enough such structures within the educational situation, they can be combined into small monologues and dialogues.

In order for speech to be speech in essence, and not just in form, it is necessary that the basis for its generation and stimulation be a motive, i.e. the speaker's intention to participate in communication. In order for such a motive to appear in the lesson, it is necessary to create a speech situation. E.N. Solovova divides speech situations into real, conditional and problematic. G.V. Rogova gives her classification of speech situations and identifies real, conditional, imaginary, fantastic (fairy tales), concrete, abstract, problematic.

The main thing is that they all must be correlated with the age-related psychological characteristics of students and be personally significant for them. Thus, G.V. Rogova identifies the most important conditions for the generation and stimulation of speech: - the presence of a motive for the statement; - situational; - personal orientation. All this together gives speech a communicative character.

In a natural act of communication, a person speaks out only when he has a need, conditioned by some circumstances of reality and the relationships of those communicating.

The discussion of the results.

In educational conditions, the motive does not arise by itself and very often speech is caused by the dictates of the teacher. The result is fictitious speech, which is speech only in form. It is the need and inner desire to speak out that the American psychologist Reverse regards as the first and necessary condition for communicating in a foreign language.

To create motivation for communicating in a foreign language in educational settings, it is necessary to use the situation, since the motive of speech “nests” in the situation. To create a learning situation that evokes speech, you need to imagine its structure.

The structure of the educational speech situation is as follows (G.V. Rogova):

- a certain segment of reality (a specific place and time of action where non-verbal and verbal behavior is carried out), which can be outlined verbally or depicted using visual means;
- Actors (interlocutors, with all their inherent characteristics and certain relationships to each other, influencing the speech intentions of the speakers).

It is very important to “pass” the situation through yourself, giving it a personal character. Personal orientation significantly increases the effect of mastering a foreign language, since in this case, along with intellect, emotions are involved. What makes a situation personally meaningful is the role that students receive temporarily or permanently. Therefore, the most adequate method of teaching speaking is various forms of dramatization, including improvisation and role-playing games. The technique distinguishes two levels of speech: prepared and unprepared.

The prepared level of speech presupposes preliminary provision of language material and the allocation of time for preparation.



Unprepared speech at a given specific moment is carried out without any preparation and without outside support. It is assumed that such supports already exist at the student's disposal and are extracted by the stimulus coming from the situation.

Unprepared speech is prepared by the entire learning process; in this case, the prepared speech serves as a rehearsal for it. When teaching speaking, it is important to take into account the ratio of its most important forms: monologue, dialogue and polylogue, depending on the number of interlocutors participating in the speech. However, both in live communication and in teaching, these forms coexist, often transforming into one another.

Conclusion.

Thus, we are talking about a “competency-based” approach, which implies the formation and development of various competencies, the creation of opinions, relationships and the desire to develop. All these goals correspond to the expectations of an adult learner.

According to many scientists, the main differences between an adult learner are as follows:

1. An adult student is an independent and self-governing person who has life experience, including educational experience.
2. Each adult student has his own specific motivation for learning a foreign language, which is most often associated with his professional activity.
3. The adult learner tries to immediately apply theoretical knowledge into practice in everyday and professional life.
4. An adult learner has fairly high requirements for the quality of training and its results.

Based on all of the above, the main pedagogical principles in teaching an adult group of students are: individualization, reliance on experience, the principle of joint activity, practical orientation of training, the role of the teacher in organizing training, providing consultations and the necessary quality knowledge.

Audio recordings, visual aids, and videos contribute to better learning. Also, the discussion method of teaching helps to better consolidate acquired knowledge, apply it and attract the student's attention. 8. Adult learners should be guided, not “evaluated.” Many of them are critical of themselves and their abilities, so competition may negatively affect them due to fear of public condemnation.

References

1. Ballastov A.V. Practical application of information technologies in teaching adults professionally oriented foreign language communication in a non-linguistic university / A. V. Ballastov // Bulletin of TPGU. – 2012. – No. 4. – P. 74–79.
2. Kitaygorodskaya G. A. Optimal organization of the educational process for intensive teaching of foreign languages to adults /G. A. Kitaigorodskaya // Psychology and methods of teaching foreign languages. – M. – 1978.
3. Kozlova O. V. Integrative technology for adult education foreign language / O. V. Kozlova // Modern high technology. – 2005. – No. 8. – pp. 135–137.
4. Nemov R.S. Psychology: textbook. for students higher ped. textbook establishments: in 3 books. – 4th ed. / R. S. Nemov. – M.: Humanite. ed. VLADOS center. – 2003. – 688 p.
5. Rogova G.V., Vereshchagina I.N. Methods of teaching English language at the initial stage in general education institutions. M., 1998. Пассов Е.И.
6. Program-concept of communicative foreign language education. The concept of individuality development in the dialogue of cultures. M., 2000.
7. Solovova E.N. Methods of teaching foreign languages: Basic lecture course. M., 2002.

