



## DEVELOPMENT OF SKILLS AND ABILITIES OF SPEECH COMMUNICATION OF STUDENTS

**Dilbar Hakimovna Gafurova**

Teacher of the “Language“department Bukhara branch of Tashkent Institute of irrigation and agricultural mechanization engineers

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### ABSTRACT

The article discusses issues related to the development of skills of speech communication. The author in a lively, accessible manner helps to systematize and deepen his knowledge on this issue. In addition, the article deals with difficulties in teaching speech communication. And also the author gives examples of different methods for teaching foreign students speech communication in Russian.

*Key words: interaction, mutual understanding, speech activity, personal communication, audio materials, video clips, didactic games, stylistic coloring, word usage, skills, abilities.*

### INTRODUCTION

Currently, interest in studying the Russian language in our country has increased. The greatest difficulty for a foreigner is the development of grammatical categories, since it is in this area that the Russian language is most different from the native one. The maximum number of grammatical errors is in the field of choosing the correct case, the correct form of the genus, the correct form of the verb. Of particular importance is not a systematic and in-depth study of the Russian language, but the practical orientation of mastering the Russian language by the student, therefore, a functional and communicative approach to its teaching is the development of the skills of speech communication of students.

### MAIN PART

Speech communication is a complicated process. It begins with the establishment of psychological contact - interaction. But at the same time, it is a gradually developing process of interaction, impact, mutual understanding in the course of the formation of a single meaning. When psychological contact is established, open the way to social contact and impact, and then to semantic contact - mutual understanding. Speech communication is a combination of three concepts - speech activity, the communicative process and the interlocutor's relations. Speech communication is carried out both in oral and in written forms of speech. The form of verbal communication is a dialogue or monologue.

The monologue in the lesson is logically consistent and cohesive, sufficiently fully and correctly linguistically express your thoughts verbally. At the same time, students should be able to speak logically and consistently in accordance with the educational situation, make oral messages on the topic, and convey in their own words the contents of the text they have read. Students are required to be able not only to report facts, but also to express their attitude to the above. The volume of statements is at least 10 phrases, correctly framed in a linguistic sense. Consequently, there is an improvement in the ability to verbally speak with messages in connection with what they saw, heard, read. The student must be able to tell about himself, his surroundings,

his plans, talk about facts and events, describe the features of life and culture of his country and the country of the language being studied. The volume of the monologue should be 12 to 15 phrases.

Unlike dialogic speech, monologue speech is characterized by consistency and logic, completeness, completeness and clarity of thought. In the lesson, the forms of communication are closely intertwined. So, individual remarks in a dialogue can be spontaneously expanded into a rather independent monological statement, and a monologue can develop into a dialogue or a polylogue.

The dialogue in the lesson is communication on the models: teacher - student, student - student, teacher - students. In a word, being the most common form of social-speech communication, dialogue is simple and convenient when learning a language. Its constituent parts — replicas — are short, simple in composition and syntactic structure.

The level of verbal communication depends on the level of language proficiency. Training should be aimed at a gradual transition from academic communication to personal communication. This is possible if the topics and situations proposed for discussion in the process of communication are of interest to students and bring new information to them. The basis on which the skills of speech activity develop is phonetic, lexical, and grammatical knowledge. The mastery of this foundation takes place, firstly, in the process of educational communication, and secondly, through the subsequent use of acquired skills in real speech communication. A person experiences the greatest difficulties in foreign language communication, perceiving speech by ear. Oral communication, whose role has now become particularly significant, is impossible without understanding the interlocutor's speech. Because, in the process of verbal interaction, everyone acts both as a speaker and as a listener. In order for a student to be prepared for foreign language communication in natural conditions, it is necessary to recreate in the classroom situations that he will have to face in real life. It is necessary to pick up situations close and familiar to him. Language mirrors the world in a person's perception, and at the same time, "the person himself, his lifestyle, his behavior, relationships with other people, the value system, culture and the world in a man are reflected in the mirror of the language." In a word, language is a reflection of the human soul. Speaking in his native language, a person uses the rules of grammar spontaneously, pronounces the words unconsciously and does not pick up a rule or a suitable word in his mind. And also when mastering a language, native or foreign, a great role is played by linguistic intuition. Therefore, a person uses familiar words, phrases, sentences that he read or heard somewhere before. And the more you read, listen to audio materials, watch video clips in the language you are studying, the better linguistic intuition will develop, the faster you will learn and remember pronunciation norms, lexical units, grammar, etc. When reading aloud, a mechanism of logical understanding is formed, at the same time as perception, there is an understanding of the perceived information. Therefore, the work on the development of communication skills will be successful if it is carried out systematically, the lexical material is increased gradually, the texts studied are adapted to the level of students' knowledge. In order to teach students, the practical knowledge of the language in its oral form, one should turn to live spoken language and select lexical material in accordance with the topics and situations of communication borrowed from real everyday life. And students should also be introduced to folklore. Need to read proverbs, sayings, riddles, tales. A didactic game is a very effective method for the development and improvement of cognitive, mental and creative abilities taught by a very effective method. The use of didactic games contributes not only to an increase in interest in learning, but also improves the quality of training itself, and increases the strength of acquired knowledge. In the game, the student with great interest and willingness does what he thinks is very difficult and uninteresting.

The game helps the formation of the phonemic perception of the word, enriches with new information, activates mental activity, attention, and most importantly - stimulates speech. As a result, there is an interest in the Russian language. Not to mention the fact that didactic games in the Russian language contribute to the formation of spelling vigilance of students.

But any person who falls into a foreign language environment and wants to communicate with native speakers must master the communicative norm of the language. Since, for people to adequately understand each other during speech communication, in the consciousness of each of its participants there is a certain communicative norm of the language, which allows them to jointly build a communicative space. As you know, such a norm is a complex concept that includes both the language norm itself and extralinguistic elements. Otherwise, no communication is possible. The main purpose of which is to increase the level of communicative competence, the formation of sustainable skills and abilities that allow the correct use of language tools in various communication situations in accordance with the norms of the modern Russian literary language.

The substantive and methodological aspects of studying the course of speech culture in a foreign audience has its own specifics. The work on the study of lexical norms of the language has the same special specificity. The listener or the reader may misunderstand it, distorted because often the problem of foreign use is connected with the inability of foreign students to adequately express their thoughts. The presence of a large number of polysemantic words is a feature of the Russian lexical system. In such situations, to clarify the meaning of the word allows its contextual use. But in some cases, different Russian tokens are translated into their native language with the same word, which leads to violation by foreign students of the norms of usage in the Russian language. Therefore, when working with such words, the difference in their meaning and usage should be explained and students should be asked to compose phrases and sentences with each word.

It is important to constantly increase the vocabulary and skillfully use all the riches of the Russian language vocabulary: synonyms, antonyms, phraseological units that reflect linguistic consciousness in order to achieve maximum expressiveness of speech. Foreign students need not only to know the listed language tools, but also to use them appropriately, to take into account the specifics of a particular communicative situation: the degree of its officiality, the degree of acquaintance of students, psychological, age, national characteristics of partners, place and time of communication, and much more. Therefore, when teaching non-Russian students, the Russian language, it is necessary to ensure such a correlation of grammar and speech practice so that students learn not only to mechanically repeat typical models, but also create their own according to the laws of the language being studied, since "a person uses the language in his speech to express not only the former, how many new thoughts that first arose in him.

## CONCLUSION

The communicative orientation of learning involves creating conditions that stimulate students' desire for speech in Russian, a comprehensive mastery of language elements at different levels, a comprehensive mastery of listening, speaking, reading and writing skills. Grammar knowledge should contribute to the development of skills in the practical use of oral and written speech, and grammar in the learning process should serve as the organizing basis for speech development work.

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