

METHODS OF DEVELOPING SPEECH IN RUSSIAN LANGUAGE CLASSES.

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Abstract: This article provides information on methods of speech development in Russian language classes.

Key words: Russian language, skill, competence, speech, education, practical training, primary material, free thinking.

Russian language education helps children to expand their thinking, to be able to think freely, to listen to the opinions of others, to be able to express their thoughts fluently orally and in writing, and to communicate freely with members of society. and serves to develop skills. In this place, Russian language education is considered not as an academic subject, but as an educational process that organizes the entire educational system. is to use thinking. Speech performs the function of communication and communication, expressing one's thoughts with emotions and influencing others. Well-developed speech serves as one of the important tools of human activity in society. For the student, speech is a tool for successful education at school. What is speech development? If the student and his/her language activities are taken into account, speech development means all-round active practical acquisition of the language. If the teacher is in mind, the development of speech means the use of methods and methods that help students to actively master the pronunciation, vocabulary, syntactic construction and connected speech of the language. There are three ways to develop speech. Learning is clearly distinguished: 1) working on words; 2) work on phraseology and sentences; 3) working on connected speech. The indicated three directions are carried out in parallel: dictionary work provides material for the sentence; working on words, phrases and sentences prepares for connected speech. In turn, connected speech serves as a means of enriching the vocabulary of stories and essays. The development of written speech is a more complex process than oral speech. Because it requires students to construct correct sentences in terms of grammar and content, to use each word correctly in its place, to express ideas concisely, coherently, expressively, and in terms of style, simply and fluently. , requires making conclusions based on the stated opinions. The complex nature of this speech is again that it has to do with spelling, punctuation and style. Writing the word correctly, using punctuation marks appropriately, expressing the idea in accordance with the requirements of the style requires a great responsibility from the student. Therefore, this type of speech is

slow and complicated. Another characteristic of written speech is that it can be checked, corrected, and improved. In this respect, it has more favorable opportunities than oral speech. The student works on mistakes and shortcomings in written speech, eliminates them, and tries to avoid these mistakes and shortcomings in his future work. They do not pay enough attention to the content of the text. Texts are often dominated by ideas that are not related to the topic, and the main idea is neglected. Therefore, in Russian language classes, students should pay attention not only to spelling and punctuation, but also to the fact that the expressed idea has reasonable arguments, the correct placement of the material, and the correct expression of the idea in accordance with the speech conditions. It is necessary to create such a situation in Russian language lessons that the student is satisfied with the text he created. This inspires him to improve his speech. If the students think creatively independently and can express the product of their thoughts correctly and fluently in oral and written forms in accordance with the speech conditions, then the Russian language training has been effective. The results of the inspection carried out by the Ministry of Public Education of Uzbekistan, public education departments of the regions, as well as our personal observations and experiences lead us to the conclusion that the level of development of students' speech does not yet meet the requirements. During schooling, children encounter more than 750 different grammatical concepts and definitions, perform about 6500-7000 tasks of different volume and complexity, but significant changes are noticeable in their speech. Many students have difficulty in creative thinking, expressing the product of thought correctly orally and in writing; they cannot use the rich possibilities of the Uzbek literary language in speech processes. To determine the reasons for this, the factors that determine children's speech development: their vocabulary, the ability to use words and phrases appropriately in a sentence, the skills of grammatically correct construction of a sentence, the correct expression of thoughts in different speech styles. *ri*, concise, fluent, comprehensible presentation skills should be analyzed separately.

One of the important indicators of the student's speech is his vocabulary. According to the scientific data given in the pedagogical literature, 2-year-old children from 30 to 100, 4-year-old children from 1000 to 4000, 7-year-old children from 3000 to 7000, 10-11-year-old children from 8000 to 15000, 14-15-year-old children from 11000 to 18000 they must know the word. But, unfortunately, when there is a need to express the thought in the Russian language classes orally and in writing, the lack of words in the students is immediately noticeable. Repeated use of words in speech, not being able to replace a given word with its meaning, synonym and opposite meaning, difficulties encountered in creating a dictionary of words related to a certain field are undoubtedly indicates that the students' vocabulary is not enough. Another factor that makes it difficult for students to develop their speech in Russian language classes is that students speak Tajik, Turkmen, Kyrgyz or other (dialect) at home, on the street, or outside the

classroom. to study in Uzbek at school. Ethnographic data show that a large number of Tajiks, Turkmens, Kyrgyz, and Kazakhs live on the territory of our republic. Most of them spoke Tajik, Kyrgyz, etc. at home and studied in Uzbek at school. This situation, without a doubt, limits the students' ability to freely express their opinion using the rich possibilities of the language. In addition to the negative factors listed above, the content and content of the work carried out in the Russian language outside the classroom and outside the school is empty in terms of content and content, the only speech not always complying with the regime, parents' insufficient work on the child's speech, has a negative effect on the development of oral and written speech of students. does not depend only on the content of education or the teacher. The process of teaching to express thoughts correctly and fluently orally and in writing will be easy only if all possibilities are used to the fullest. It opens a wide way for the development of the student's speech. We know that students get bored with the sameness. Therefore, it is necessary to use various methods and games to develop their speech. Below are some of them as examples.

"Story".

The teacher writes Yg how many words on the board. For example: Nafisa, clock, rain, book. Students independently create a story based on these words.

"Interdependence".

Picture cards are distributed to students. After they get acquainted with the cards, the student talks about the object in the picture. For example: "This is an apple. The apple grows in the garden and is a fruit. The students like it very much." Then the second child also reads. speaks about the subject in the second and must say that the subject in his and the subject in the first student are related.

Safag".

Pupils are given a task to find their way from school or home to a certain place. Students independently observe the "object" for several days and describe it verbally. This game, which requires carefulness, diligence, observation, and attention to the environment, can foster feelings of love for the Motherland, love for nature, and attention to the environment. In addition, when using games, the student's speech develops, the wealth of vocabulary increases, and the ability to think independently is formed.

Conclusion:

The above-mentioned educational game serves to facilitate and strengthen the learning process by increasing the activity of students in the classroom, and to organize an interesting activity aimed at the development of speech. It is provided on the basis of its new organization and content change, more humanization, socialization and democratization.

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