

Means Of Motivating the Development of Speech of Students at The Uroks of the Russian Yazyk in the National School

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Annotation: The article describes the motivation of the development of students' speech in Russian language lessons at the national school through incentive sentences. In this case, in the learning process, students learn Russian by following the instructions of the teacher.

Students who are forced to understand the purpose of the task in this form automatically correlate their native language with Russian and reproduce the assignment.

The use of students' knowledge of the native language is necessary. Therefore, we constantly give examples of incentive sentences in Russian language in conjunction with the native language of students in order to identify common and different languages in the system.

Key words: Russian language, Uzbek language, motivation, incentive proposals, order, request, goal, educational situation.

Motivation is a psychological process that encourages a person to perform some actions to achieve a certain goal. [1].

What are the features of the development of the motivational sphere of the student?

"If a student doesn't want to learn," a common phrase is, "How is life? » Logically, there are several possible ways to get out of this situation:

The first is to make students want (the "carrot and stick" method, the social pressure of "need", control).

The second way is to learn to teach differently, to motivate children to want to learn (other pedagogical methods used to create and maintain educational motivation. For example, innovation).

The third is to use or create an intrinsic motivation, i.e., a situation that compels students to think and respond to the speech of a teacher or other source of influence. This is the source of the imperative verb that is used in the inducement sentences.

According to M.V. Matyukhina, there are two main groups of motives. I. Motives inherent in the educational activity itself. These are motives associated with the learning process itself: the student is encouraged to learn by the desire to show intellectual activity, reasoning, overcoming obstacles in the process of solving problems.

II. Motives related to what lies outside the learning activity itself: 1). Broad social motives. These are the motives of duty and responsibility to society, class, mentor, parents, etc.; 2) The motives of self-determination (the desire to prepare for the future kind of activity, etc.) and self-development (to improve as a result of training); 3). Narrow motives: the desire to earn approval, to get good marks, the desire to be the first student, (prestigious motivation) [2, p. 30].

The above-mentioned motives in both Russian and Uzbek languages are provided by incentive sentences.

What are incentive offers? Incentives are sentences in which the speaker induces someone to perform a certain action.

In Uzbek, incentive sentences perform the same communicative function as in Russian. For example:

Sit down for a minute! - *Bir* dakikaga oothering!

Let's walk through the park. - *Cal* Bogda Ainlaylik.

Get out of the way! - *Yulni* Tark Eting!

Be alarmed! – *Ekhtiyet* Blvd!

Kizim, aitanimni kil! - Daughter, do what I tell you!

As can be seen from the examples given, the urge to act can be expressed in different ways. It can be a plea, a request, a wish, an invitation, a parting words, advice, an order, a ban, a protest, etc.

A special type of motivational suggestion should include provocative sentences designed to encourage animals and birds to act: "Splash! - *Pisht!* »; "Kis-kis! - *Ps-ps!* »; "Chick-chick! - *Tu-tu-tu!* ».

Unfortunately, such sentences in both languages are not specifically studied and, in the classroom, we can say, they are not used.

From the above, it should be concluded that through the verbs of the imperative mood, students better perceive Russian speech, since there is a motivation for motivation to act. Students are forced to correlate the order in Russian language with the order in their native language, and then fulfill the instruction, which consolidates the skills of teaching the Russian language through action.

A ban, a protest, an indignation, an order cannot be expressed without appropriate expression. In these cases, an emotional background is necessarily absent in the said impulse. The emotive suggestion becomes exclamatory. For example:

Не заставляйте меня ждать! – *Мени кутишга мажбур килманг!*

Shame! - *Wyaling!*

Stand still! - *Joyida Turing!*

Such mixed sentences (imperative-emotional) are quite common in both languages.

It is difficult for Uzbek students to express the motivation for the first and third persons in Russian speech, since the means used to convey this meaning are very different from each other in structure [1, p. 55]. Of course, intonation and some lexical means play an important role. This problem will be considered by us in further studies.

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