

The Development of Oral and Written Speech is the Main Factor in the Versatile Development of Students and the Full Realization of Their Capabilities

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Abstract: The article discusses the development of oral and written speech as the main factor shaping personality, the fundamental differences between the main types of oral and written speech. Psychological and methodological aspects of writing formation are presented.

Keywords: oral speech, written speech, personality, thinking process, speech culture, competence, language exercises, educational process, professionalism.

Introduction

The current stage of development of the world community is characterized by rapidly developing innovative processes, which are increasingly acquiring the status of a general indicator of cultural development. The key concept of modern educational systems is development as an alternative to the concept of learning.

It is impossible to build a great state without a comprehensively educated, harmoniously developed young generation. After all, it is today's youth who will have to solve cardinal tasks in the very near future. Modern times require a new generation of university graduates, who must have a high general and professional culture, creative and social activity, be able to navigate independently in socio-political life, be able to set and solve tasks for the future.

Professionally significant personality qualities are based not so much on the criteria of the volume and completeness of a specific task, as on the ability of a specialist to set and solve professional tasks. The Russian language, like any subject, should be an essential, personality-forming factor that is necessary for the versatile development of students and the full realization of their capabilities. Today, the typical shortcomings of oral and written speech of trainees are an indicator of the overall picture of the decline of speech culture. A modern student in life very often encounters deviations from the norms of the literary language in his communication with peers, adults, when addressing the media, when reading tabloid literature, which has recently filled the book market. The most vivid form of expression of the creative individuality of young people is the written speech of the trainees. Students are clearly aware of the priority of a written statement over an oral one. Written work allows him to think about the answer, see the situation, express his feelings and thoughts more fully, and raise his speech to a higher level of presentation.

Materials and methods

Russian teaching methods cannot ignore the importance of the rhetorical approach to the formation of artistic speech and the expediency of its use to identify the communicative patterns of the unfolding of the teacher's and students' speech at different stages of learning the Russian language. Written and oral speech are closely related to each other, however, they are in a relatively complex relationship.

Written speech is not just the translation of oral speech into signs, they also differ in a number of functions. Oral speech is situational speech when extra-linguistic elements, such as gestures and facial expressions, come to the aid of the speaker. The student's oral speech is formed in the process of natural communication. A significant acquisition in the way of students' speech development is the mastery of written speech in a non-native language. The dominance of oral

speech affects here, defining the student's written speech. Consequently, the correctness of written speech is largely determined by the quality of oral speech. In writing, thought requires clarity, it must be fully reflected and disclosed, therefore, consistency, logically coherent presentation are integral elements of writing. In addition, there is no direct regulation of the speaker by the listener in written speech, therefore, the writer is obliged to independently determine the structure of speech in such a way as to be understood by the reader. Written speech requires special thoughtfulness, planning, consciousness. The famous linguist A.R. Luria pointed out that "written speech is an essential tool in the processes of thinking, including, on the one hand, conscious operations in language categories, it proceeds at a completely different, much slower pace than oral speech, and on the other hand, allowing repeated reference to what has already been written, it provides and conscious control over ongoing operations." But at the same time, oral and written speech cannot be opposed to each other. Oral and written speech are not external opposites, they affect each other. The forms developed in one of them and specific to it, pass to the other. The fundamental differences between the main types of oral written speech are not just related to the technique of writing and sound oral speech, but also to the difference in the functions they perform. Every speech arises, first of all, from the need for communication. The primary mastery of the Russian language is accomplished in the process of vitally motivated communication activity.

As is known, artistic and verbal communication in Russian language classes is determined by the architectonics of a literary text, that is, a model of a literary work, and the actualization of the meanings of a literary text requires finding points of dialogic tension, "semantic wells" around which the dialogue unfolds when modeling the lesson. By organizing a dialogue in the lesson, the teacher, focusing the attention of the participants of the communicative event of the lesson on different points of view, determines the meaning of the value consolidation around the key images. The idea of the literature lesson, its hypothetical project is the modeling of a possible scenario for the development of events, which means a predictive model characterized by the presence of the same modeling stages located in the same sequence, namely: the real situation (the object of modeling), the statement of the problem (the purpose of modeling), the model, the results of modeling, consistency, verification of the adequacy of the phenomenon model to the phenomenon itself. The model, without violating the objective diversity inherent in the original, determines its most relevant aspects that need to be displayed at the moment. With the help of modeling, you can find out the optimal ways of organizing the educational process. The results of cognition, communication and creativity, in the form of models, are fixed in texts and in the very structure of the language of interpretation of the world developed by him.

The communicative situation of the lesson lies in the context of artistic communication and has its own speech field defined by the literary model of the literary text (literary categories as the dominant of the literary text, as a "model of the speaker's utterance"), the text models the reader's activity. Following the idea that "a literary object is neither an objective text nor a subjective experience, but a virtual scheme (a kind of program or score) consisting of gaps, lacunae and indefinite elements", that "the text acts as an inductor and the reader as a constructor", we recognize the presence in the text of a certain program for reader modeling. The teacher models the lesson based on this programming function of the text at the speech and aesthetic levels. The construction of a productive model of the Russian language lesson cannot but rely on aesthetic and communicative patterns of communication with a literary text.

The image of the hero, the image of the author and the image of the world become the dominants of the artistic text, around which the speech field of the lesson unfolds, and the entire field of tension of artistic communication lies between the poles of meanings set by literary categories: artistic detail - polyphony (in a lyrical text), plot - composition, text architectonics at the level of rhythm - architectonics at the level of archetypal images and concepts.

All these are aesthetic prerequisites for artistic communication in a literature lesson. The first step to comprehending a literary work in its specificity is the recognition of the aesthetic factor as dominant. Such methodological techniques as stylistic experiment, continuation of the text in the style of the author, comparison of the final version of the text with the draft,

identification of the object and subject of speech in the text and so on help to enter into artistic communication. In order to be a participant, and not an outside observer of a communicative event, the teacher acts as a qualified reader, and his didactic task will be to stimulate mutual actualization both in the text and in the subject of perception – meaning. Therefore, modeling a lesson for him is a search for a dominant in a literary text that can actualize the semantic field of the work, it is a choice of adequate methodological techniques aimed at empathy and co-creation, reflection, analytical comprehension, it is the organization of the communicative event of the lesson as a speech work, enhanced by the integrity of the chosen genre of the lesson.

The lesson, being a structural unit of the educational process, is an integral system, and as a system it needs modeling. The system of teaching written works should be built on the basis of a specific stage of the study of the work. At the first stage, it is more expedient to start with written works related to the life experience of the students themselves, which will allow you to link the work being studied with the personal experience of students, to activate thoughts and feelings. At the second stage - the stage of the analysis of the work - various written works in form and genre are possible. They must be used, taking into account the specifics of the literary text being studied. These written works should be interesting for students, without taking into account the interest of students, it is impossible to create for them a living need for utterance, to create a motive for work.

At the final stage, it is important to awaken students' creativity, create an attitude for further communication with the work. The main factor in building a system of written works in Russian language lessons will be taking into account various areas of reader perception: emotion, imagination, awareness of form and content.

One of the main tasks of literature classes is to teach students to perceive a work of art in the unity of form and content. First, it is necessary to show the specifics of each literary kind, and then offer creative tasks. Only in this case, students will be able to reproduce the features of the studied genre most fully. The student must understand that the choice of a particular word by the writer is not accidental. With the help of words, you can convey a variety of moods, feelings.

Types of written assignments in literature can be presented in the following form: an answer to a question, drawing up a plan, searching in the text for a quote confirming a thought, an exposition (including with an additional task revealing an understanding of the entire work), an essay on a literary or non-literary topic, creative work (independent composition of a fairy tale, fable, short stories, plays, poems).

Discussion

There are language (training, preparatory) exercises, the purpose of which is to master the language material and prepare for operations related to the written expression of thoughts. They include a variety of exercises with models: imitation, substitution, transformation, selection, construction, combination, reduction, expansion, translation, etc., which can be provided with keys for self-control and performed during extracurricular time.

Speech exercises include all types of tasks that teach the transmission of thoughts, semantic information in writing. They are based on the typology of written messages. In their row:

- 1) written reproduction of microtexts listened to or read from memory, or written reconstruction of the text, according to keywords; 2) writing a text plan in the form of questions, nominal or simple affirmative sentences: drawing up a plan improves logic, increases the culture of thinking, teaches consistent presentation, development of ideas, expression of cause-and-effect relations, separation of essential, main information from non-essential, secondary. According to psychologists, drawing up a plan is an important support for the development of memory, for memorizing material;
- 3) the preparation of parts of the text, writing theses is a variant of the exercise in drawing up a plan. The thesis is a kind of detailed plan, the thesis gives a brief, concise formulation of the paragraph, the semantic part of the text. Writing theses contributes to the formation of the ability to summarize what has been read and draw concise, concise conclusions from it. At the same time, if you need to be able to decompose the text into parts in order to draw up a plan, then you need to understand the logical connection of the parts of the text in order to write theses;

- 4) the presentation is a written retelling of a read or listened text, a traditional exercise in the development of reproductive written speech based on a sample text;
- 5) the abstract and its writing (abstracting) correlates with a concise presentation of the main thoughts of the source text, their systematization, generalization, evaluation. The key functions of the abstract are informative, search, addressable, communicative;
- 6) annotation and annotation are correlated with a brief, maximally compressed, coherent presentation of the content of the source text in order to orient the recipient, giving him brief information about the information contained in the text, its orientation, value, purpose. It usually contains a bibliographic description, output data, and information about the author. This is an extremely concise description of the material, having a reference character, small in volume;
- 7) composition is a complex type of creative exercise, a kind of BI stage of work in teaching writing:
a) essay - characteristic, b) essay-message (facts, events), c) essay explanation (facts, processes, actions), d) essay-evaluation;
- 8) summary - a summary of the essence of what was written, heard, read; from a methodological point of view, it is key in relation to other types of text compression;
- 9) a review of a book, a performance, a film, i.e. a review, assumes not only a summary of the content, but also its critical assessment: in this case, the main role is played not by objective, but by subjective (evaluative) information affecting the reader.

Conclusion

In conclusion, to teach how to record oral speech, including how to write personal and business letters fill out questionnaires, write a short and detailed autobiography, an application for admission to study or work, etc. – all this constitutes the main goals of teaching writing and, of course, helps the creative communicative ability to understand and express in writing your thoughts.

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