Some Speech Aspects of Students' Skills in Improving Oral Speech

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Abstract. In this article, the author discusses teaching methods. Methods consist of sequential actions aimed at achieving the goal. Teaching methods are necessary for the development of students' creative abilities, the formation of skills for purposeful independent work, the expansion and deepening of knowledge, the ability to use them in performing specific tasks.

Keywords: method, training, skills, creativity, skills, mastering the material.

A teaching method is a way of interaction between a teacher and students, in which knowledge, skills and abilities are acquired, their worldview is formed, their abilities are developed.

Learning is a purposeful process in which the teacher helps the student to learn the social experience of society. Methods are a very important element of this process. Experience is embodied in the content of education - in standards, programs, educational complexes. Assimilation of the content of education is the goal of learning, methods are the way to achieve this goal. The method consists of sequential actions aimed at achieving the goal. Speaking of visual teaching methods, we understand such methods in which the assimilation of educational material is significantly dependent on the visual aids and technical means used in the learning process. Visual methods are used in conjunction with verbal and practical teaching methods.

Practical teaching methods are based on the practical activities of students. These methods form practical skills and abilities. Practical methods include doing exercises and practical work. Exercises are used in the study of all subjects and at various stages of the educational process. The nature and methodology of the exercises depends on the characteristics of the subject, the specific material, the issue under study and the age of the students.

Basically, the exercises are divided into oral and written. When performing each of them, students perform mental and practical work:

-oral exercises contribute to the development of logical thinking, memory, speech and attention of students;

- Written exercises are used to consolidate knowledge and develop skills in their application.

For the development of creative abilities of students, the formation of skills for purposeful independent work, the expansion and deepening of knowledge, the ability to use them in the performance of specific tasks, it is necessary to perform creative work. The creative work of students includes: writing essays, essays, reviews and various other creative tasks.

The main type of training sessions aimed at the formation of educational and professional practical skills and abilities is a practical session. Practical exercises play an important role in the learning process of students. Their significance lies in the fact that they contribute to the development of students' ability to apply theoretical knowledge to solving practical problems, conduct direct observations of ongoing processes and phenomena, and, based on the analysis of observation results, learn to independently draw conclusions and generalizations. While the task of the teacher is to methodically correctly organize the implementation of practical classes by students, skillfully direct the activities of students, provide the lesson with the necessary instructions, teaching aids, material and equipment; clearly set educational and cognitive objectives of the lesson.

The most common is the first classification according to the source of knowledge. Speaking about the acquisition of knowledge, the following methods of teaching a language can be defined: conversation, work with a textbook, analysis of language material, technical and visual aids, exercises. Of course, the lesson is started by the teacher: he informs the topic and task of the lesson, motivates students with learning activities, explains new material and explains tasks for independent work. Particular importance is given to new material, as well as consolidation and generalization of what has been covered. The teacher must be consistent, logical, meaningful and correctly express himself in terms of the norms of the language. As for the conversation, it

involves the participation of both students and the teacher in it. The conversation should take place on the basis of new knowledge in the context of previously acquired knowledge. Basically, the conversation is based on the question-answer work and is carried out according to a certain plan. Each question for the conversation must be prepared in advance by the teacher, correctly formulated, must be complete and accurate, the logical sequence of questions must evoke the response logic of the students' mental actions.

An important stage is the work with the textbook, where students independently learn the theory, comprehend it and consolidate it in the process of doing the exercises. Of course, the teacher at the same time should manage the activities of students, namely: highlight the main thing in the theoretical part of the paragraph and draw students' attention to it. The main thing is not to get carried away too much, so as not to lose the cognitive activity of students, their interest in learning.

The computerized form of independent work that has recently become widespread is characterized as purposeful, internally motivated, structured by the students themselves in the totality of the actions performed and corrected by the process and result of the activity carried out using a computer training program based on indirect control by the teacher [4, 45] . Technical and visual aids include telephone, video, computer, screen aids, their use is necessary when learning a language. Visual aids can be graphic - tables, charts; symbolic - cards; fine - photographs and paintings; natural - layouts. This is all that is perceived by the student visually, visually.

Teaching methods can be distinguished depending on two stages of learning, namely: the mastery of knowledge and skills by students and the report of students on mastering knowledge and skills.

Speaking about the independent analysis of educational material, we mean, when performing specially selected didactic material or exercises, students conduct observations on the language, make an analysis, make feasible conclusions and generalizations. This method is recommended to be used by the teacher constantly, not only as an independent method, but also in combination with other methods. It is especially important to achieve a conclusion on a linguistic topic at the end of an independent analysis, because a self-formulated logical reasoning is evidence of an awareness of the essence of the acquired knowledge.

It should be noted that practical teaching methods are divided into two groups: methods of consolidating knowledge and methods of forming skills and abilities. Speaking about the methods of consolidation, we mean questions for consolidating knowledge, taking notes, testing, drawing up a plan, language tables, a report on a specific topic, and with regards to the methods of forming skills and abilities, this is finding the studied language phenomenon, the method of selecting examples, writing from memory , commented letter, cheating, various types of dictations.

Why are questions needed to comprehend, assimilate and consolidate knowledge? First of all, help students to correctly understand the rule, the content of the paragraph, the task of the exercise, compare individual facts, etc.; check knowledge, improve it; repeat the material covered, summarize and systematize it, etc. Speaking about the analysis and synthesis of educational material, we understand that analysis is the separation of any material into its component parts for the purpose of its thorough study, i.e. using specially selected didactic material, students observe the language, analyze some phenomenon, and synthesis is the combination of the data obtained as a result of the analysis into a single whole. Depending on what is initial, there are two ways of presenting the material: induction - begins with analysis, deduction - begins with synthesis.

It is necessary to observe a lot, to learn how to establish semantic and structural connections of sentences, namely, to be able to analyze in order to learn how to build complex syntactic constructions.

Comparison and comparison are needed in order to make it easier to assimilate, remember and realize that in some respect it is associated with the previously known, which is achieved by comparing or contrasting them according to the similarity or difference in their characteristics. Working independently on the theoretical part, you can use such techniques as dividing the text into parts, highlighting the main thoughts, drawing up a plan and selective reading.

In addition, in the guide has an integrated electronic (multimedia) knowledge control system, with the help of which monitored the instant result in the form of a finished assessment for the completed task.

In the creating an electronic multimedia textbook, the authors were guided by a number of principles. Among them:

1. The principle of quantization: dividing the material into sections, consisting of modules, minimal in size, but closed in content.

2. Completeness principle: theoretical core, control questions, historical commentary.

3. The principle of visibility, where each module consists of a collection of frames and visualization that makes it easier to understand and memorize new concepts.

4. The branching principle, where each module is linked by hypertext links to other modules so that the user has the choice of cross over to any other module. This principle does not exclude, but even supposes, the presence of recommended transitions that implement the successive study of the material.

5. The principle of regulation, where a student can independently manage the change of frame, has the opportunity to bring up any material on the guide, solve tests, check himself.

6. The principle of adaptability, where an electronic textbook allows adaptation to the needs of a specific user in the learning process, allows you to vary the depth and complexity of the studied material in relation to the needs of the user and generate additional illustrative material, provide interpretations of the studied concepts and the obtained solutions.

7. The principle of collection, where an electronic textbook was made in formats that allow them to be assembled into single electronic complexes, or personal electronic libraries of a student, teacher or researcher.

Conclusion

Thus, we came to the following conclusions:

1. Currently, the main trends in innovation processes include democratization, humanization, the implementation of innovative strategies in the context of computerized learning, which makes it possible to introduce new material in a rational and economical manner.

2. The computer, being a practical innovation, allows the use of multimedia in the context of considering the semantic communication between man and computer. Multimedia significantly stimulates the development of oral speech, and most importantly, it develops the initiative of students, promotes their active participation in the educational process as a whole, significantly increases interest in learning the language.

3. The created electronic multimedia textbook "Poets and Writers of Russian Literature of the 19th Century", based on the theory of the stage-by-stage formation of mental actions, is aimed at forming students' objective knowledge about mentality, spiritual values, a new idea and vision of the Russian picture of the world, Russian reality, ethics , the psychology of the Russian person, the facts of history, life, presented in the works of Russian poets and writers of the XIX century.

With the help of multimedia, we intensified the process of showing the explanation, demonstrating the extra linguistic and linguistic facts of Russian culture on the material of the lacunae.

4. The electronic multimedia textbook we have created belongs to the genre of a multimedia educational program, which is presented in the form of a synthesis of an educational book, video clip, fine arts, acting, directing, pedagogical and methodological experience, transformed into the final product - a virtual communicative learning environment.

5. In the above tutorial, the following multimedia capabilities were used in a comprehensive manner:

- video clips (image + color + sound + animation);
- cartoons;
- voiced video (linguistic and cultural commenting of gaps: visibility + color + sound + movement), the announcer's appeal to the teachers and students, an explanation of the gaps;
- structure management system;
- a knowledge control system in the form of tests, which can control the instant result in the form of a finished assessment or the sum of points.

The electronic textbook takes into account the linguo culture logical features of the educational process in the Uzbek audience, which is reflected both in the content of knowledge contained in the textbook and in the detailed system of assimilation of knowledge by pupils and students.

6. Having studied the works of leading psychologists, didactists, methodologists, the basis for identifying the system of principles of which was based on the personality-activity and managerial approaches, we identified several basic principles of teaching in a modern school and university, which we relied on when creating our electronic multimedia textbook for classes on the Russian language in the Uzbek audience. These

didactic principles have become guiding, normative requirements for the creation of our electronic multimedia textbook and the organization of the didactic process - working with an electronic (multimedia) textbook in Russian language classes in an Uzbek audience. The principle of communicativeness was adopted as a basis, which provides ample opportunities for mastering linguistic material as a means of communication.

In addition to this principle, we were also guided by the general didactic principles of the connection between learning and life, the development of the cognitive forces of students, the dialogue of cultures, the situational-thematic principle, the principles of conscience, visibility, interdisciplinary connections of learning, systematicity, synthetic assimilation, the principles of novelty, accessibility, independence, rational combination of collective and individual forms and methods of educational work. The listed principles underlying the construction of an electronic multimedia textbook are subordinated to a single leading principle - the principle of the unity of educational, developmental and educational functions of teaching, which focuses on familiarizing students in the process of teaching a language with universal values.

In the process of working on the gaps in the Russian language and literature classes in the Uzbek audience, it is necessary to take into account both the above and the principles of using the latest technology and interactive teaching methods. They should serve as starting points for working on Russian gaps in an Uzbek audience. This approach is implemented in our electronic multimedia textbook, which made it possible to effectively overcome ethno cultural barriers in the study of the Russian language by students of groups with the Uzbek language of instruction.

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