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DEVELOPING ORAL SPEECH SKILLS IN STUDENTS DURING RUSSIAN LANGUAGE CLASSES

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Abstract: This article examines the theoretical and practical aspects of developing students' oral speech skills during Russian language classes. It explores the role of oral speech in building communicative competence, identifies common challenges encountered during the learning process, and presents effective methods and techniques for enhancing speech proficiency. Particular attention is given to dialogic and monologic speech, communicative exercises, role-playing games, and the simulation of real-life speech situations. The article further emphasizes the necessity of fostering a supportive linguistic environment that encourages student autonomy, confidence, and active participation.

Keywords: oral speech, Russian language, students, communicative competence, dialogic speech, monologic speech, speech activity, interactive methods, speech skills.

In the current educational landscape, the development of students' communicative competence has taken on special significance. Proficiency in the Russian language enables students to interact successfully within educational, professional, and social spheres, access information from diverse sources, and articulate their own thoughts. Consequently, the development of oral speech stands as one of the primary objectives in teaching the Russian language at the higher education level.

Oral speech is a complex form of linguistic activity that requires not only a knowledge of language units but also the ability to apply them effectively in specific communicative contexts. Students must be able to formulate their thoughts accurately, construct grammatically correct sentences, adhere to the norms of the standard language, present information logically, and engage in dialogue with others. This issue is particularly relevant in the educational context of Uzbekistan, where many students study Russian as a second language. Despite knowing grammatical rules and a certain number of words, learners often struggle to construct utterances on their own. This is due to insufficient speaking practice, a limited vocabulary, the influence of their native language, and psychological barriers.

The purpose of this study is to identify the specific characteristics of oral language development among students in Russian language classes and to determine effective methods for building communicative skills.

Oral speech is a vital means of human communication, encompassing the processes of speaking and listening. Speaking involves the creation of an oral utterance, while listening entails the perception and comprehension of another person’s speech. These processes are closely interconnected and facilitate effective verbal interaction.

In language pedagogy, two forms of oral speech are distinguished. Dialogic speech consists of an exchange of remarks between two or more participants. It is characterized by spontaneity, situational context, emotionality, and the need for rapid responses to the other person’s contributions. Activities such as conversations, interviews, discussions, role-plays, and the analysis of problematic situations are used to develop dialogic speech.

Monologic speech involves the coherent and relatively independent expression of thoughts by a single individual. It requires the logical organization of material, semantic completeness, the

correct use of linguistic resources, and the ability to develop a topic systematically. Common forms of monologic speech include reports, narratives, descriptions, reasoning, formal presentations, and talks.

Both forms of speech should be developed in an integrated manner. While dialogue helps students overcome communicative challenges and learn how to interact with others, monologue fosters independent thinking, logical coherence, and the ability to articulate and defend one's own position.

First, one common problem is an insufficient vocabulary. Learners understand the content of a text, yet they are not always able to independently select the appropriate words to express their own thoughts. As a result, long pauses, repetitions, and inaccuracies in meaning occur.

Secondly, significant difficulties arise regarding the grammatical structuring of utterances. Students may make errors in the use of case forms, word agreement, the construction of complex sentences, and the use of verb forms. Such errors are particularly noticeable during spontaneous communication, when there is insufficient time to formulate a response.

Third, the influence of the learner's native language presents certain challenges. Specific pronunciation features, grammatical patterns, and habitual ways of structuring statements may carry over into the learner's Russian speech. Therefore, it is essential for the instructor to take the students' linguistic background into account and work systematically to prevent common errors.

Fourth, a psychological barrier can be a significant obstacle. Some students fear making mistakes, feel insecure when speaking in front of an audience, and prefer to avoid active participation in conversations. Under these circumstances, even students with a solid command of the language may struggle with oral communication.

Finally, a lack of practice also hinders the development of speaking skills. If a lesson focuses primarily on explaining grammatical rules and completing written exercises, opportunities for students to speak on their own remain limited.

One of the most effective teaching methods is the communicative approach. Its core premise is that a language is acquired more efficiently when it is used as a tool to accomplish real-world communicative tasks. Within this framework, students do not merely study grammatical rules; they also learn to apply them in specific, practical situations.

Working in pairs or small groups plays an important role. This approach increases the amount of time each student spends practicing the language, allows for the exchange of ideas, and facilitates collaborative problem-solving. For instance, students might discuss a topic such as "The Role of Education in Human Life," ask each other questions, present arguments, and formulate collective conclusions.

Role-playing is another effective technique. The instructor sets up a scenario in which each participant is assigned a specific role—such as a conversation between a teacher and a student, an interaction between a customer and a shop assistant, an interview with a famous person, or a discussion regarding a professional issue. Such exercises help students use the Russian language in contexts that closely mirror everyday communication. Simulating speech situations is of particular importance. Students are asked to envision a specific problem and devise ways to address it—for example: "How would you organize a university event?", "What qualities are essential for a modern professional?", or "How can you persuade someone to adopt your point of view?" Such tasks help develop the ability to construct arguments, ask clarifying questions, and sustain a conversation.

To foster the development of monologic speech, it is effective to have students prepare short reports or presentations. Students either choose a topic themselves or are assigned one by their instructor; they then gather the necessary material and present their findings to an audience. This process builds skills in planning one's discourse, selecting relevant information, presenting ideas logically, and speaking in public.

Digital educational tools—such as audio and video materials, electronic dictionaries, recordings of one's own speech, and interactive exercises—also play a significant role. Listening to model examples of speech helps improve listening comprehension and pronunciation, while analyzing their own recordings allows students to independently identify areas for improvement and refine their spoken output.

To enhance the development of oral proficiency, it is recommended that instructors structure each lesson in a way that provides students with opportunities to actively speak Russian.

During the main phase of a lesson, it is advisable to use tasks focused on addressing specific communicative goals. Students may work in pairs, create dialogues, discuss complex issues, or present the results of group work. It is essential that these tasks align with the students' language proficiency level and personal interests.

The final phase of a lesson should ideally include a reflection component. Students evaluate their own performance, identify challenges, and determine areas for further improvement. The instructor, in turn, analyzes common errors and suggests ways to correct them.

Oral proficiency should be assessed based on several criteria: grammatical accuracy, vocabulary range, the logical flow and coherence of speech, pronunciation, fluency, the ability to sustain a dialogue, and the appropriateness of the speech in a given communicative context.

Developing students' oral proficiency in Russian language classes is a key focus of modern pedagogical methodology. Well-developed speaking skills enable students to express their own thoughts, understand others, participate in discussions, and interact effectively in both academic and professional environments.

Theoretical analysis suggests that the development of oral proficiency depends on several interrelated factors: the level of vocabulary and grammatical knowledge, the frequency of speaking practice, psychological readiness to communicate, and the overall organization of the learning process.

The most effective methods for developing speaking skills include the communicative approach, pair and group work, role-playing, situational tasks, retelling, discussions, and public speaking. The systematic use of these techniques fosters the development of both dialogic and monologic speech, expands vocabulary, and builds confidence when communicating in Russian. Creating a favorable educational environment—one in which every student has the opportunity to actively engage in language use, express their own opinions, and learn from their mistakes—is of particular importance.

Consequently, the primary task of a Russian language instructor is not merely to impart linguistic knowledge, but also to foster the development of an independent, literate, and communicatively competent individual.

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