

**Features of the formation of speech competencies of students in
Uzbek schools**

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Abstract: The main task of teaching the Russian language to students in Uzbek schools is to equip students with speech competencies, i.e. learning - reading, writing, speech perception, speaking, the ability to participate in a conversation, make observations, draw conclusions, express them in verbal form. Teaching Russian literacy in the Uzbek school has its own specific features and difficulties. First of all, it is necessary to take into account the fact that by this time children already have the basic skills of reading and writing in their native language. They have already acquired the initial skills of decomposing words into syllables and sounds and merging sounds (syllables), they know how words are formed from letters. When teaching literacy in their native language, children have mastered the "mechanics" of reading in the sense of reproducing sound combinations by graphic icons - letters and they perceive Russian sounds through the prism of their native language. But the fact is that in the overwhelming majority of Russian syllables and words the sounds themselves will be qualitatively different from the sounds of native speech familiar to the student. Consequently, by merging "similar" Russian letters according to similar or identical letters in their own way, the student gives only similar Russian speech, and in many cases completely unlike it..

Lessons for the development of speech in their structure, the use of forms and types of work can be carried out in various forms, depending on the goals and objectives of the lesson .. But for each lesson, the presence of the main types of work is characteristic: conversation in a picture, analysis of the sound structure of words, reading text, conversation reading, copying, development of dialogic speech.

Reading is conducted in the form of questions and answers. Questions are put to almost every sentence of the text and in such a form that the words of the question are included in the answer.

The main types of written work in teaching literacy are such as writing off words and sentences from a textbook, from a blackboard, visual, and then auditory dictations. It is advisable to teach children to pronounce and write down words by syllables when copying. In addition to simple copying, it is recommended to carry out complicated copying, i.e. copying with certain tasks: insert letters missing in words, add words, insert a missing word. In order to prevent mechanical cheating, it is also advisable to accompany the cheating with simple tasks. For example: "Write down the words and remember how they are spelled; Write down the words and determine the number of syllables in them.

In teaching literacy, work is being done not only to teach reading and writing, but also to develop the speech of students. At these lessons, the enrichment of the vocabulary of students continues, the ability to build Russian sentences and small coherent statements develops. In this regard, the task appears - to develop dialogic and monologue speech. To develop the skills of dialogical speech, I create conditions that imitate natural situations. Pupils in front of the class make up dialogues on a given topic (in a store, in a garden, in a library).

One of the main links in teaching non-Russian children the Russian language, in the development of their Russian speech is vocabulary work, enriching the vocabulary of students. When planning the next lesson, it is necessary to clearly define which words to enter into the active dictionary of students, and which will be used only to understand the content of the analyzed text, what methods can reveal the meaning of words, in what grammatical forms students can use words for active assimilation. So, for example, in the 3rd grade in the lesson on the topic "Winter", the words winter, snow, winter, snowflake, snowman are subject to active assimilation in this class. With

these words, special training exercises are carried out in a number of lessons: they are explained, they work out pronunciation, spelling, they are read in the text, they are used in oral and written speech, they are introduced into coherent Russian speech. The words fluffy, freeze, hungry are intended for passive assimilation, they are included in the dictionary only for understanding the content of the text.

Work on a new word in Uzbek classes is carried out in a certain sequence: it is advisable to clearly pronounce a new word and explain its meaning. Following the teacher, students pronounce this word. Then the word is written on the board, the students write in their notebooks. Thus, each new word the child hears, sees, pronounces, reads, writes, i.e., each word is passed through all types of sensory perception of students. With this in mind, a number of exercises are compiled for the use of assimilated words in the studied sentence structures. At the same time, special attention is paid to the placement of stress, to the correct pronunciation of new words.

In Russian language lessons in Uzbek-teaching schools, other methods of consolidating words should also be used. A large place in this should be occupied by work on the picture. For vocabulary work, you can use both subject and plot pictures. The types of exercises in the picture can be the following: a) the name or recording of words denoting objects in the picture; b) compiling and recording captions under the pictures; c) answers to questions on plot pictures in order to consolidate the studied vocabulary; d) a conversation about the picture using the words given by the teacher. In lessons, when certain vocabulary material is fixed, the conversation on the picture is always purposeful: students need to use in their answers (or write in a notebook) sentences or phrases with words, the assimilation of which is being tested in this lesson.

To consolidate Russian words in the memory of students, the skills of correct Russian speech, exercises in memorizing poems (or small poetic passages), songs, proverbs, sayings, riddles, calls are useful. It also contributes to the assimilation of various constructions of sentences and teaches children to correctly stress Russian words, trains the memory of students. One should return to what has been learned by heart and constantly repeat it. For example, in grade III, when starting to study the lexical topic "Winter", you can turn to children with questions: What poems about winter, New Year, Christmas tree do you know? Or: What riddles do you know about vegetables, toys, animals?

The most important means of consolidating vocabulary material, developing the ability to actively use it as part of speech models, is special lexical exercises.

Such exercises include:

1. Selection of words on a given topic. On the instructions of the teacher, children recall words on a specific topic, name them, write them down, and make sentences with them. So, for example, if in grade III on the topic "Furniture" students can group the words desk, table, chair, then in grade IV others are added to this topic: bed, bench, hanger, sofa, bedside table.

In the primary grades, word grouping can be carried out according to such generic concepts: educational supplies (pencil, books, notebook, pen, briefcase), furniture (table, chair, desk, bed), toys (drum, doll, ball, ball), etc.

2. Inventing verbs for nouns.

Nouns are written on the board in advance, and pictures or screen images can also be used. As directed by the teacher, the children read the word or name the object depicted in the picture and answer the questions: What is he (she) doing? What are they doing? At the same time, the verb that is suitable in meaning is selected by the students independently.

3. Inventing adjectives for these nouns:

Pencil (what?) ... Jacket (what?) ...

Scarf (what?) ... Board (what?) ...

4. Comparison of objects according to their characteristics or actions:

The melon is yellow, and the watermelon The fish swims, and the bird

5. Determining the quality of an item by color:

Red tomato. Cucumber

6. Selection of antonyms or their replacement in sentences. On the board, the words are written in a column: loud, up, opened, hot. Students select words of the opposite meaning for them (quiet, down, closed, cold) or include them in sentences:

The girl read aloud. The girl read quietly.

The teacher opened the window. The teacher closed the window.

7. Inventing words for teacher questions.

Nouns: What are the words for the question who? what? Think of masculine, feminine or neuter words. Say: Who teaches? Who plows? Who milks the cows? Who drives the trains? What are you reading? What do you have?

Adjectives: What is our school? What portfolio does Aziz have? What book hassan read? What songs do you sing?

Verbs: What does the student do? What are the children doing? What did you do yesterday?

8. Conducting various vocabulary games. Great attention should be paid to this type of exercise, devoting 3-5 minutes to it at each lesson. Language games raise the efficiency of students, enliven the lesson, promote increased spelling literacy, expand the vocabulary of students, and ultimately facilitate the work of developing their speech. Some types of games. Guess what words are here? (The initial or first and last letters of words are written on the board in the cells).

sh .. k ... a

d .. m ... a

Who will come up with more words with a certain syllable: ma, ka, za. Think of words of 3-4 syllables. Make words from a series of syllables (from a series of scattered syllables, students make up words; the one who makes the most words wins):

ro ha for

book

steam but on

bul ha

Think of words that begin with certain sounds (as directed by the teacher). The chain game is very interesting, when one student comes up with a word, the second student names a word that begins with the last sound of the previous word, the third one - with the last sound of the second word (car, watermelon, plant), etc. That row wins in the class whose students came up with and pronounced the most words correctly.

The task of the Russian language teacher is not only to teach students to speak a certain number of Russian words, to build the studied types of sentences with them, but also, through a lot of training work, to teach children to independently express their thoughts orally and in writing coherently, as well as to consistently convey the thoughts of others, describe events, state the content of what was read.

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