

Effective Ways for Developing Speaking Skills in Learners of Russian Language

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Abstract

This article explores the development of various speech activities among students in Russian language classes. It highlights the significant role that the Russian language plays as a compulsory subject in modern university education for undergraduate students. The primary goal of this discipline is to ensure that learning is not only effective but also engaging, thereby actively involving students in the learning process and making them key participants. The work provides a description and examples of each group. It also highlights the advantages of using these tools in the context of the stated goal. The methods described in the work for increasing motivation to learn Russian as a foreign language among students of technical specialties at an advanced stage of training are effective due to the visibility and demonstration of communicative situations, the formation of a foreign language culture, and the stimulation of the cognitive components of the educational process.

Key words: Russian language, motivation, speech activity, development, communicative and speech skills.

In contemporary society, the significance of foreign languages in all areas of life is increasing, necessitating a new approach to language instruction. This approach should focus not only on the methodology of teaching specific linguistic aspects but also on shaping a new worldview. The current phase of social development, driven by the scientific and technological revolution, amplifies the

demand for interlingual communication and fuels the necessity to learn foreign languages as a vital means of communication.

This means that a teacher should be aware that teaching a class with mixed abilities is not as simple as it might initially appear; it actually demands considerable effort and attention.

One of the main responsibilities of a foreign language teacher is to foster strong motivational skills in their students. Keeping students adequately motivated boosts their eagerness to learn the language, both in school and beyond. Bell asserts that "every teacher must, to some extent, confront the challenge of creating a program that caters to the concerns and interests of students with varying abilities" (Richards & Burns, 2012, p.87). Similarly, Ansari (2013) for instance identifies a mixed-ability class as comprising of not only learners with various capacities but also that have a broad range of preferences and learning styles. Ireson and Hallam (2001, p.183) propose that, "instructors need to recognize that a class is of mixed-ability because learners have different strengths and weaknesses and improve at different rates". Indeed, mixed-ability classes consist mainly of two types of students which are high ability learners who are autonomous and self-directing; they like to learn new things, are willing to examine the unusual, and are highly inquisitive unlike low learners who depend on the instructor to guide them, tries to make them further explanations and so on.

Learning a foreign language aims to develop individuals who are capable and eager to engage in intercultural communication. Our primary focus is on methods for enhancing speech skills in Russian language classes. However, we currently observe a decline in students' motivation to learn foreign languages. Therefore, fostering positive motivation should be a key objective for teachers. Generally, motives are tied to students' cognitive interests and their need to acquire new knowledge, skills, and abilities. However, the primary and most natural need for students learning Russian is communication. To create a conducive environment that encourages communication, it is essential to select class formats that will stimulate student engagement.

While teaching, we need to motivate our learners in various ways to cater to their individual characteristics and learning styles. Most young learners are particularly enthusiastic about games, songs, fairy tales, and role plays. Teachers should tailor their methods to meet the needs and interests of their students, constantly seeking new and engaging ways to make lessons captivating. Storytelling can be an effective tool to enhance students' reading abilities and develop their speaking and listening skills. Motivating young learners to study Russian through stories at an early age can stimulate their enthusiasm and awareness of the language's use. Stories play a crucial role in children's literacy development, guiding us from infancy through adulthood. As children, we hear stories from our parents or read them in fairy tales. As we grow older, we encounter stories on the radio or television. In school, we sometimes create our own stories, and as adults, we engage with stories through soap operas, films, books, or magazine articles. Stories are universal and not limited to children. We learn our native language through stories, making it natural to learn a foreign language in the same way. Teachers should strive to teach their students about language, life, and culture through stories.

Teaching Russian for large classes is a demanding endeavor for both teachers and students. While the former considers it challenging to attend to the needs of every individual in the classroom, sustain constructive feedback, manage the classroom and monitor the learners' work, the latter cannot interact with the teacher and the classmates. Aware of this stressful and frustrating situation, the teachers suggested some interactive strategies to actively engage the learners and motivate them. They

highlighted the significance of introducing group work and project and task-based teaching. Peer feedback and collective oral feedback are also viable in the context of large classes.

The process of communication is usually understood by language exchanges in a context that includes the transmissions of socio-cultural knowledge (Kozhevnikova, 2014). Therefore, when a foreign language is being taught, we must remind that culture should be incorporated into the syllabus, and EFL classrooms need to include various components of the culture in which they are involved. Any language shows the values of the culture of the community in which the language is used (M Hernandez et al., 2021). Language competencies alone are only not sufficient for students of a language; the language learners need to be cognizant, for instance, of the culturally proper methods to do communications with people, make different requests, and agree or disagree with people. They need to know that behavior and intonation patterns that are suitable and common in their own society may be different from the patterns and the behaviors of the target language society (Jalilifar et al., 2021). To use language successfully in different contexts, language learners should know both language skills and cultural issues.

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