

Methods of Teaching Russian Language and Work on The Development of Written Speech

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Abstract:

The development of written speech is a vital aspect of students' cognitive growth, closely tied to mastering language skills and enhancing mental processes. Teaching Russian written language involves a structured approach integrating knowledge of linguistic theory, coherent speech skills, and practical exercises. Despite recognition of its importance, written speech instruction often faces methodological and organizational challenges. Current educational practice insufficiently emphasizes systematic training in coherent written expression, with limited teaching time and fragmented integration across subjects, leading to underdeveloped writing competencies. This study aims to examine effective methods for teaching Russian language writing skills, focusing on the stages of developing coherent written speech among schoolchildren and strategies to enrich vocabulary, grammatical structures, and communicative competence. The research identifies that structured practice through presentations, compositions, error prevention techniques, and targeted exercises significantly advances students' ability to construct logical, detailed, and contextually appropriate texts, thereby promoting broader cognitive and communicative development. By synthesizing theoretical insights from Vygotsky's social learning theory and modern pedagogical practices, this study emphasizes the dynamic role of written speech not just as a communication tool but as a driver of students' independent thinking and personality development. Strengthening written language instruction through a communicative and integrative approach fosters students' intellectual maturity, linguistic competence, and cultural literacy, thereby contributing to their overall educational success and social adaptation.

Keywords: Teaching, Oral and Written Speech, Presentation, Composition, Methods, Techniques, Exercises

Introduction

A teaching method is a way of organizing the joint activity of a teacher and a student, which ensures the assimilation of educational content, as well as the development and upbringing of a student in the learning process [Sadullaev]. The essential characteristics of a method are the type of cognitive activity and the structure of the content of the subject of study. Everything that we teach students, they learn with the help of three types of learning activity: receptive, consisting in the perception of material offered to the student in a finished form; reproductive, associated with memorizing the acquired knowledge or developing skills and expressed in the reproduction of knowledge or educational activities; productive, or creative, aimed at independent acquisition of knowledge. This, as already mentioned, is the first basis for classifying methods. The second basis is associated with taking into account the specifics of the content of the subject. Let us therefore consider the goals, objectives and content of teaching Russian.

Methods

The methodology employed in this study is based on a combination of theoretical analysis and practical exercises aimed at enhancing students' written speech development within the framework of teaching Russian[1]. The approach integrates cognitive, reproductive[2], and productive learning activities, allowing students to progress from perception and memorization to the independent creation of coherent texts[3]. The teaching methods focus on developing both knowledge about language structures and practical writing skills through the gradual introduction of various exercises[4], including oral and written presentations, summaries, compositions, and the correction of speech errors[5]. The theoretical foundation draws upon Vygotsky's principle that the maturation of mental functions is socially conditioned, emphasizing that writing[6], as a more complex and deliberate form of communication compared to oral speech, requires structured pedagogical support[7]. Exercises are carefully selected to nurture logical thinking, enrich vocabulary, and instill grammatical accuracy, facilitating the transition from fragmented speech to coherent written discourse[8]. Furthermore, attention is paid to fostering an understanding of different text types such as narratives[9], descriptions, and reasonings[10], helping students to distinguish and apply these structures appropriately[11]. The approach also addresses the differentiation between oral and written speech, emphasizing the necessity of a logical sequence[12], contextual clarity, and avoidance of redundancy in written texts[13]. Throughout the process, theoretical explanations about language norms and stylistic correctness are combined with practical tasks[14], thereby ensuring that skill formation is meaningful and consciously internalized by students. This methodology supports the comprehensive development of students' cognitive, communicative, and social competences[15].

Results and Discussion

The purpose of teaching Russian, like any other subject, is to educate and develop children.

All these goals are realized in a comprehensive manner in a single educational process, which sets the following tasks for the Russian language teacher:

- study the basics of the science of language so that students develop an idea of language as a coherent system, alive and changing over time, in which there is nothing accidental, in which everything is lawful and explainable, and thus a dialectical-materialistic worldview is formed, logical thinking is developed;
- work on speech skills and abilities so that students, mastering the communicative function of language and getting acquainted with the aesthetic, learn to use speech flexibly in various spheres of public life, improve the culture of their speech behavior, which largely determines the level of a person's general culture.

Both of these tasks are solved in unity, using theoretical knowledge of language and speech to form speech skills and abilities. However, in the structure of the content of the school course of the native

language at present, two parts are clearly distinguished: knowledge and skills.

The knowledge of the Russian language includes: a) knowledge of language and speech, b) knowledge of the methods of educational actions with language (speech material).

The formation of written speech is one of the important components of the general development of children. Written speech, like oral speech, serves as the main means of thinking. It not only expresses a ready-made thought, but is also included in the process of formation of thinking. And this is its essential importance for the mental development of children.

L.S. Vygotsky noted that the formation of the personality and speech of a student occurs through the assimilation by the individual of the social experience accumulated by previous generations. The human personality is social by nature and the historical development of its mental processes are in the surrounding social environment, in society.

Based on these provisions, L.S. Vygotsky says that the maturation of the student's psyche has a social nature. In this case, learning acts as a decisive condition. It is built not only on completed development cycles, but, above all, on those mental functions that have not yet been formed, and contributes to their improvement.

During the training of students, awareness and arbitrariness of mental processes arise and develop. The student begins to learn written speech, which, in contrast to oral speech, requires detailed perception, thinking over the statement. All this naturally significantly advances his development.

Speech development is an important task of language teaching. Speech is the basis of any mental activity, a means of communication. The ability of students to compare, classify, systematize, generalize is formed in the process of mastering knowledge through speech and is also manifested in speech activity. Logically clear, convincing, figurative oral and written speech of a student is an indicator of his mental development.

Speech development is the process of mastering speech: language tools and speech mechanisms (perception of speech and its expression in one's thoughts).

This process occurs under certain conditions:

1. Development of physiological mechanisms of speech;
2. Need for communication, expression of thoughts;
3. Presence of environment (society);
4. Presence of material;
5. Mastering theoretical knowledge about language, its patterns, speech correction.

There are 4 types of speech activity: listening, speaking, reading, writing. The communicative approach to speech development is characterized by the fact that the activity is aimed at developing all types of speech activity, especially the development of written speech.

In the development of written speech, work is carried out in the following areas:

1. Correction and overcoming of various types of errors;
2. Enrichment of vocabulary and grammatical structure of speech of students.

It should be emphasized that the importance of work on speech development has always been recognized by society and has been a subject of special concern for teachers in any civilized country. In modern domestic methodology, three main areas in the work on speech development are distinguished:

1. Enrichment of students' speech (their vocabulary, grammatical, intonation structure of speech,

- etc.);
2. Prevention of speech errors (in the use of words, in the construction of phrases and sentences, etc.);
 3. Formation of communicative skills, known under the names "work on coherent speech", "work on summaries and essays".

The first direction - enrichment of speech - is implemented in almost all subjects, when in the process of learning students develop subject (special) skills and along with them - intellectual and communicative skills. Questions and tasks for each topic in the Russian language, literature and other subjects teach speaking the language of these subjects. These tasks not only serve to assimilate the educational material, but also enrich the speech of students.

The second direction - prevention and overcoming of speech errors - is implemented primarily in Russian language lessons, since it is this subject that gives an idea of the norms of the literary language, when students are told: "This is how they say (write) - this is not how they say (write)".

The third area – improving students' coherent (oral and written) speech – is provided for by programs and implemented in the relevant textbooks on Russian language and literature. However, insufficient teaching time is allocated for this work, so the teacher cannot fully implement targeted teaching of text creation skills. In addition, work on summaries and essays in Russian language lessons is usually subordinated to the study of the current topic of the program. And in this sense, it is justified, since children learn to skillfully and appropriately use adjectives, verbs, adverbs, etc. in their speech.

The difference between oral and written speech, first of all, is that oral speech is sound speech, and written speech is graphic speech. In the first, the main role is played by kinesthetic and auditory sensations, in the second - visual and motor sensations associated with the movement of the writing hand. Both types of speech serve the purpose of communication between people, but each of them performs this role differently:

Written speech does not require the personal presence of the reader and therefore, by its very nature, is monologue, strictly contextual, requiring logical sequence and detailed presentation, not allowing for omissions, silences, or unnecessary repetitions. Consequently, written speech is more complex and abstract, especially if we take into account that students have much greater experience with oral speech than with written speech.

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During the training, awareness and arbitrariness of mental processes arise and develop. The student begins to learn written speech, which, in contrast to oral speech, requires detailed perception and thinking over the statement. All this naturally significantly advances the student in his development. Speech arises from the need to speak out. It is necessary to teach schoolchildren to construct sentences correctly, i.e. not to skip words, put words in a certain sequence, correctly coordinate them with each other and pronounce words correctly, and then formalize all this in writing. When teaching coherent speech, it is necessary to give children theoretical information, since skills and abilities are formed more successfully when they are meaningful. Students gradually become familiar with the requirements that are imposed on their speech, in the process of performing various exercises they realize what it means to speak on a topic, reveal the main idea, speak in order, coherently. It is necessary to help students understand what a story, description, reasoning is; how a description of an object differs from a description of a picture or a description based on observations; what is the difference between telling about what you saw and observed and telling about a picture or observation, what is the difference between a detailed and a selective story, between an oral essay

and a written one, between a presentation and an essay. Children receive all this only through practice in the process of completing certain exercises and tasks.

Conclusion

The development of written speech is a critical component of the overall educational process in teaching the Russian language, serving both as a means of communication and a key instrument for cognitive development. Teaching written language requires a structured approach that moves from theoretical understanding of language patterns to the practical mastery of coherent text creation. The article emphasizes that speech development is closely linked to the formation of logical thinking, the enrichment of students' vocabulary and grammatical structures, and the prevention of linguistic errors. Written speech, being more complex and abstract than oral speech, demands special attention to logical sequence, detailed expression, and structured thinking. The pedagogical approaches discussed, including targeted exercises, work on summaries and essays, and differentiated tasks based on observation and description, foster students' ability to organize thoughts clearly and coherently. Moreover, the work draws attention to the need for meaningful theoretical preparation, enabling students to internalize the standards of literate and logical writing. Through systematic work that combines theory, practice, and awareness, students develop the ability to produce independent, contextually appropriate, and stylistically correct texts. This holistic focus on speech development ensures not only linguistic proficiency but also supports the broader intellectual and personal growth of learners, preparing them for effective communication and critical thinking in academic and everyday contexts.

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