

THE USE OF INNOVATIVE METHODS AS THE MAIN WAY TO DEVELOP STUDENTS' FOREIGN LANGUAGE SPEECH

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ABSTRACT

The article deals with the use of modern innovative methods in teaching language disciplines at the university. Information competence, which has become one of the main indicators of quality education, is one of the main conditions for modern education, and its formation directly depends on the active work of students in an open educational environment.

Keywords: innovative approach, speech, communication, speech skills, language skills, method.

The main problem of the modern pedagogical process is the further improvement of the education system as a whole, aimed at developing the creative personality of the student. For the purposeful and systematic development of the intellect and creative thinking of students, it is necessary to apply modern pedagogical technologies in the classroom, aimed at activating and intensifying the activities of students.

Teaching a foreign language is a difficult task. Different situations require different learning material, different methodologies, different activities, strategies and approaches.

Language should become a communication tool that allows you to penetrate another culture, determine for yourself its characteristic features and learn the type of behavior that is adequate to the perception of representatives of a different culture. The program of studying the Russian language, like other foreign languages, includes an in-depth study of grammar, phonetics and the lexical composition of the language, however, theoretical study gives way to the development of practical skills. The main principle is the functional principle of learning. It is necessary to teach students not only the basics of a foreign language, but also teach them to communicate with interest and correctly in another language, both within the framework of professional topics and in situations of everyday life. Students must not only understand the speech addressed to them in a foreign language, but also correctly construct their response message, which will correspond to the culture of the interlocutor. Therefore, along with the study of the phenomena of language, it is necessary to study the characteristics of cultures - participants in the dialogue, their characteristic features, similarities and differences. The study of cultural traditions is an integral part of the process of teaching a foreign language. Teaching a foreign language is also teaching interpersonal communication. In the process of working in the classroom, students must confirm and defend their point of view, use argumentation, learn to analyze the content of the response message and find ways of mutual understanding in the process of dialogue in the target language. Thus, the boundaries of learning are expanding, which allows you to optimize the process of communication between people.

An innovative approach to learning makes it possible to realize modern learning goals - the formation of students' communicative competence and the development of tolerance in a multicultural society. A new approach to teaching Russian as a foreign language is based on methods and techniques that contribute to effective learning. It is known that some can master the language immediately, some

mastering the language is given with difficulty. With all the complexity of the process of teaching foreign languages, the teacher is looking for such ways, ways in which language learning will be effective and useful for everyone.

The teacher must master the art of giving the lesson liveliness and fascination. The arsenal of the art of teaching should include an individual set of teaching methods, tools and techniques. This includes the correct construction of the lesson, taking into account the psychology of students, the use of visual and audio materials. Experts emphasize that in the educational process "the main thing is the teacher: his knowledge of the science he teaches and the science of man, his equipment with teaching methods, his ability to creatively use them, the generosity of his soul, and finally, his desire to constantly replenish his knowledge. Love for a language cannot be taught, love can only be infected, love can only be aroused. But one must know the methods of arousing love for the language. And this is the professionalism of the teacher./ 1/

The process of teaching Russian as a foreign language is a process of joint activity of the teacher and students, it is the transfer by the teacher and the assimilation of the social culture of the people by the students. "... teaching a foreign language, in particular Russian as a foreign language, is a very complex and multifaceted process, and, losing sight of some of its components, we doom learning to failure."/1, 1990, p.7/. To achieve the learning goals, the teacher must have methodological knowledge, the ability to use this knowledge and the ability to implement the decision made.

Considering the essence of foreign language teaching methods, one should proceed from the fact that in teaching methodology and related sciences the term "method" is explained in two ways. The method acts as a way of cognition, a way of research, a way to achieve some goal or solve a problematic task. In the methodology of teaching languages, the acquisition of knowledge, the development of a worldview on the material of the language being studied plays an important, but not the main role. Of primary importance is the search for effective ways of mastering speech skills, which ultimately makes the use of the language being studied a communicative process.

Currently, there are many different methods of teaching foreign languages and their modifications. However, one should not believe that any of these methods is a magical pass to a foreign world. Some people are closer to non-standard teaching methods, others to proven classics. For this reason, the teacher should be well versed in the methods of teaching foreign languages, apply them in practice and look for or choose the most effective ones from them. To find out what will bring the maximum result to this or that person or group of people, you can do only one thing - start teaching a foreign language in the chosen way, while relying on the experience of leading teachers in this industry. The general trend in the development of methods is associated with the convergence of different methods in the direction of finding the best option for specific learning conditions.

Teaching oral speech in a non-native language is a very complex, lengthy and laborious process. It can be said that no type of language activity requires as much training, as many exercises for its development as it is necessary to develop the ability to verbally express one's thoughts in a non-native language.

The complexity of the process of teaching oral speech is explained primarily by the fact that in order to express their thoughts in the non-native language being studied, students, firstly, must have a certain stock of lexical units, grammatical forms and structures, intonation patterns and have the skills to use this language material in speech, in secondly, they must be able to focus

primarily and mainly on the semantic side of speech, combine these elements of the structure of the language to express their thoughts.

Thus, the process of teaching a non-native language is aimed at solving two problems:

1. training in means of communication;
2. mastery of speech activity.

So, the following areas are distinguished in the activities of the teacher:

- Teaching the language, i.e. vocabulary and grammar of the Russian language, which are used as an initial basis for understanding speech and communication;
- Teaching speech - "ways of forming and formulating thoughts through language in the process of communication" /4, 1989/;
- Teaching speech activity to the process of communication, carried out with the help of different types and forms of speech and implemented in such forms as listening, speaking, reading, writing. /4, 1989/.

The development of each type of speech activity requires the unity of three components: language as a means of forming thoughts in a word, speech as an expression of thoughts in a word, extralinguistic factors: motive, situation, context. The development of verbal communication skills involves the interaction of at least two interlocutors performing alternately different types of speech activity: one speaks - the other listens, or vice versa.

It is considered necessary already at the first stage - the formation of language skills - to take into account both speech and extralinguistic factors, to develop all types of speech activity and the ability to use them in speech communication.

Speech practice, the involvement of students in the process of verbal communication is carried out mainly through exercises. However, not any exercises contribute to the formation of speech skills, but only speech exercises that provide for the solution of certain communicative tasks.

Speech exercises should carry certain information related to reality, the life experience of students; they must be creative, requiring students to independently solve certain speech problems; exercises should be situational so that it is possible to produce speech in relation to certain communication conditions (communication).

Communication and situationality are understood as the organization of teaching foreign language speech, aimed at developing practical skills.

Of particular importance in the development of Russian oral speech of students is a scientifically based system of situational exercises that make it possible to recreate copies of real communicative situations in the classroom. The psychological feature and didactic value of these exercises is that they mobilize the activity of students, encourage them to speak. Many methodologists and researchers recognize the effectiveness of situational communication exercises for educational purposes.

The implementation of the communicative goal of learning largely depends on the organization of the educational process, which is close to the conditions of natural communication based on the modeling of speech situations.

The situations used in the Russian language classes for the development of oral speech skills are a reflection and reproduction of individual facts and cases that occur in the life of students and are taken by the teacher within strictly defined limits to solve specific tasks of the educational process.

It is important to emphasize that these situations are well known to students in terms of content. They clearly imagine the content of the situation, understand the logic of attitude and behavior in these situations. The creation and use of situations in Russian language lessons is a kind of imitation of the elements of life itself. This is what ultimately gives students the opportunity to actively use the Russian language as a means of communication. This methodological technique, to a greater extent than traditional techniques, allows the use of psychological and emotional factors that have a positive impact on the process of learning and assimilation of material in a non-native / Russian / language. If the teacher manages to create a natural situation, the lesson is interesting and lively, with the active participation of all students.

In conclusion, we note that a methodically competently organized educational process involves the optimal combination of innovative technologies and traditional teaching methods at all stages of education. The use of innovative methods allows us to improve and differentiate training, take into account the individual characteristics of students and encourage them to further independent work.

The use of innovative methods that are focused on the formation and development of all the fundamental skills and abilities of foreign language speech activity contribute to the process of optimizing the system of teaching Russian (foreign) language at the university.

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