

**METHODS AND TECHNIQUES OF WORKING ON SPEECH STYLES IN
RUSSIAN LANGUAGE LESSONS AT UZBEK SCHOOL**
(Методы и приёмы работы над стилями речи на уроках
русского языка в узбекской школе)

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Abstract: the article discusses methods and techniques of working on speech styles in Russian language lessons in an Uzbek school.

Keywords: Russian language, Uzbek school, speech styles.

Аннотация: в статье рассматриваются методы и приёмы работы над стилями речи на уроках русского языка в узбекской школе.

Ключевые слова: русский язык, узбекская школа, стили речи.

The methodology of teaching Russian as a science has been functioning for more than a century. Methodological science thanks to such famous methodologists as M.T. Baranov, F.I. Buslaev, M.N. Skatkin, I.Ya. Lerner, V.V. Golubkov, M.A. Rybnikova, N.I. Kudryashev, M.A. Saldiner, L.Yu. Yuzbashev, V.A. Andrianova, L.T. Akhmedova, S.S. Magdieva has achieved significant development. A system of concepts related to the content, principles, methods and techniques of teaching has been formed. In the process of teaching languages, the most advanced pedagogical and information technologies are widely introduced, interactive teaching methods are used.

The "Strategy of Actions for the development of the Republic of Uzbekistan for 2017-2021" developed at the initiative of the President of our country Shavkat Mirziyoyev defines important directions for the development of information and communication technologies, ensuring views in the national media space, the transition of quantitative indicators of their activities into qualitative ones. The Head of our state at a solemn meeting dedicated to the 27th anniversary of the adoption of the Constitution of the Republic of Uzbekistan said: "The most decisive factor in our progress is the growing and coming into life generation of innovative-minded, multi-lingual young people who have modern knowledge and sought-after professions, able to take responsibility for the future of the country." [1, p. 2]. Russian as a non-native language is taught in the program and textbook "Russian Language" for schools with the Uzbek language of instruction, which provide topics related to different styles of Russian speech. Teaching functional speech styles, especially in high school, is relevant.

Style as a set of techniques for expressing thoughts carries information:

- About the relation of the subject of speech to the addressee:

- About the social status of the speaker;
- About his social role in the communication situation;
- About the emotional state of the speaker; About his attitude to the subject of speech.

The task of a teacher of the Russian language is to give the student an idea of a set of socially significant synonymous variants and to equip him with the ability to use variants of conceptual content in specific communication conditions.

The changed political situation has led to a change in communication styles. Instead of a formal administrative style, an uninhibited neutral-familiar one prevails today, and conversational style means are used more often than others in speech. There are many new borrowed words in the Russian language that reflect economic realities (business, marketing, management, investment, etc.), and new vernacular formations from foreign roots (to be excerpted). In addition, the use of colloquial and slang vocabulary in the media has intensified. These processes are not yet reflected in textbooks of the Russian language as a non-native, and the question of to what extent they should be reflected in them is very relevant.

The openness of society contributes today to a wider exchange of experience in teaching non-native languages with colleagues from Russia, CIS countries and other countries. This experience enriches the methodology of teaching Russian as a non-native language, because in Western countries communication in several languages has long become the norm of everyday life. However, the role of stylistics in language teaching is not yet sufficiently taken into account by methodologists.

Stylistics as a science that studies the variation of language means and their appropriate use in relation to the content of statements in the sphere of communication, goals and situations, should be included in the educational process at the later stages of language acquisition (grades 10-11).

The theoretical basis for the inclusion of stylistics in the structure of educational materials at all stages of teaching a non-native language should be the content of the concept of "language proficiency". There are four levels in this concept:

- linguistic proper;
- national-cultural;
- encyclopedic;
- situational.

The situational level is directly related to stylistics, which synthesizes the ability of the first three levels and allows you to apply the knowledge gained in a certain situation. Since the communication situation is a multicomponent formation (the speaker and his social role; the listener and his social role; the relationship between

speakers and the tone of their communication), situational variables require the use of different linguistic means under different communicative circumstances.

The "living language" includes variants of pronunciation and use of words reflecting the social differentiation of speech activity. A child, learning his native language, distinguishes the intonation and speech formulas with which his mother, father, grandmother address him and simultaneously with the new nomination perceives information about relatives, about the degree of their love for him, about their attitude to each other.

Stylistic information has a serious methodological significance in teaching Russian as a non-native language, first of all, because it contains information about the belonging of the subject of speech to a certain social group and time, about the relations between speakers, about the culture of the speaker and about his social role. This is the very information that forms the communicative competence. Therefore, already at the first lessons of Russian as a non-native language, having taught the official form of addressing the teacher (Natalia Sergeevna, Gulirano Muratovna), the teacher should give not only another version of this name (Natasha, Gulya), but also note its other stylistic affiliation, tell about the difference in communicative situations in which the first and second are used options. He should do the same when he greets students:

"Hello!" "Good afternoon" - these forms are neutral, suitable for any situation;

"Hello" is a familiar form, used when meeting well-known people, peers who are in the same social status.

Teaching stylistic variants of a non-native language already at the initial stage is of great psychological importance, as it helps to assimilate situational "increments of meaning" together with the choice of one or another option.

The content of conversational practice (the actual development of speech) as an independent aspect is the training of thematic vocabulary ("Acquaintance", "Family", "Person", "My city", "Transport", "My friend", "Moscow", "Tashkent", etc.), aimed at mastering new words that determine various denotations (eyes, face, hands).

The content of stylistics classes is learning to understand connotations - additional meanings - that are reflected in various functional styles (cf. neutral eyes, offensive eyes, sublime bookish eyes).

Russian proverbs and sayings have excellent didactic properties. Rhythmics, combinations of difficult-to-pronounce sounds, and country-specific details make up such a complex of features of the Russian sounding text, which is incomparable in didactic value with any artificial exercise. Texts of children's fairy tales are of great cognitive importance, especially when they have foreign analogues. For example, in the fairy tale "Three Bears", students immediately recognize familiar characters, but their names (Mikhail Ivanovich, Nastasia Petrovna, Mishutka) and variants of these names that do not have a translation, adequately convey emotional shades (Mikhail

Ivanovich, Mishenka), cause misunderstandings among Uzbek students and reveal the mysteries of the Russian soul on an emotional level. is it not brighter than a philosophical lecture about the peculiarities of the Russian mentality.

The need to teach a new style of speech communication, and especially functional styles at school dictates the need to create a new set of textbooks.

The culture of speech communication should be laid from the first words and from the first phrase. A qualified teacher will give intonation and pronunciation variants (phonostylistics), the simplest word-formation models (Petya, Petka, Petenka), parallel syntactic variants of a simple sentence (complete, incomplete, one-part). At the same time, it is necessary to take into account at least three oppositions: neutral, conversational, and bookish.

The uniform structure of training exercises with tasks for observation, copying, transformation and generation of speech in the manuals for beginners should be based on a minimum amount of text - from phrases to several sentences.

Newspaper text has long been used in teaching Russian as a non-native language as an educational text. However, there are very few methodological developments on working with newspaper material at different stages of training.

Russian Russian is a special topic in the program and textbook for schools with the Uzbek language of instruction: "Teaching the popular scientific style of Russian speech." Despite the fact that most students of Uzbek groups cannot answer the most elementary questions "Where?", "Where?", "Why?", "Why?" etc., teachers are forced to explain the topic under consideration, because it is in the program (from observations in practice).

To prepare and conduct a lesson that involves the creative activity of a student and a teacher, at which each student feels comfortable, has the opportunity to express his opinion on the problem being studied, to show his own capabilities, independence, ingenuity in ways of working, to feel the atmosphere of cooperation and experience success, is the dream of every teacher. The technology of personality-oriented learning should help in this. Its purpose is to create conditions for cognitive activity of students when teaching the popular science style of Russian speech.

Let's talk about some forms, methods and techniques of organizing a personality-oriented lesson.

An important point in conducting a successful lesson is the motivation of student activity. Students should clearly understand why they are studying this or that material, clearly understand the significance and results of their work in the lesson. With the help of leading questions, by performing special tasks, the teacher should lead them to an independent formulation of the goals and objectives of the lesson. Tell briefly about different types of styles of Russian speech, more about popular science, which differs from conversational, business, special, etc. By completing the task given by the

teacher, students develop an activity plan, assign responsibilities, and when checking knowledge, everyone reports on their work, everyone has something to be proud of, everyone will be noticed and will receive an assessment of their work. Working in groups and pairs brings up the ability to justify their position and to give up their opinion if one of the comrades turns out to be more convincing and develops students' communication skills.

Such work makes it possible even for students with poor training to feel like a leader, a person responsible for an important area of work, without which the overall success of a class or group is impossible, and this pulls him up and forces him to work on himself.

Most often, group and pair work is used in repetitive communication lessons or in lessons of learning new material.

In the lessons of studying new material, you can use the method of brainstorming a joint search in pairs - "what do we know about this?". The group is informed about the topic of the lesson, and the study pairs remember what they know about this topic, then during the answers, their discussion, the search for the right answer to the question is underway.

Special preference should be given to reading lessons related to scientific texts, work on them (research lessons, thinking lessons, search lessons, problem lessons).

It is necessary to create a "second language personality", as Academician V. V. Vinogradov said, in high school to introduce texts related to various professions to help in vocational guidance of students.

And it is necessary to take into account the psychological adaptation of students in teaching Russian in the absence of a language environment

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