

DEVELOPMENT OF COHENSIVE SPEECH OF FUTURE PRIMARY SCHOOL TEACHERS WHEN TEACHING DESCRIPTION

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Abstract

The article is aimed at presenting the problems of developing coherent speech of future primary school teachers. It presents a methodology for using description by students to express their thoughts orally and in writing, logically and grammatically correctly, in a certain sequence. The features of teaching the descriptive type of monologue speech are described, the mistakes made by students in coherent speech are characterized, and the use of description as a means of developing coherent speech of future primary school teachers is also given.

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Relevance of the problem.

In the leading countries of the world, more and more attention is paid to innovative methods and a creative approach to solving problems facing the state and society, which, in turn, determines the importance of the methodological problem of developing thinking, communicative competence, and the skills of coherent expression of thoughts in oral and written form in accordance with the laws of logic, consistently, grammatically correctly, stylistically appropriately, in a certain logical-compositional structure. One of the important issues The modern challenges facing world pedagogy in the era of globalization is the formation of an educated, creatively thinking individual, capable of independent thinking and logically sound presentation of thoughts in accordance with the situation and form of communication.

Consistent reforms carried out in all spheres of life in our republic indicate that the education of a person with the ability to conduct logical and communicatively sound communication, capable of independent and unconventional, creative and scientific thinking, is one of the most pressing issues in building a New Uzbekistan. In our country, targeted work is being carried out in the field of reforming the content and forms of education, improving its legal sphere, strengthening its material and technical base, and increasing the effectiveness of the entire education system.

In the speech of President Sh.M. Mirziyoyev, dedicated to the 31st anniversary of Independence of the Republic of Uzbekistan, it was noted: "... In the field of education, it is planned to consistently continue creating the most favorable conditions so that children can master modern knowledge and skills. For this purpose, school programs, teaching methods, and the content of textbooks will be radically revised. It is expected that the new system will be introduced after an examination by foreign specialists . As a result, a graduate of the New Uzbekistan school will become a person with a broad

worldview, creative thinking, capable of making independent decisions, having mastered modern skills and information technology" [1].

In Uzbekistan, no special scientific research has yet been conducted on teaching description as a functional-semantic type of monologue speech in terms of developing students' coherent speech.

The need for special work in this aspect is due to next objective circumstances :

1) implementation large-scale reformation contents education on basis of the National programs for the development of public education in 2022-2026", approved By decree President Republics Uzbekistan UP-134 « About approval national programs by development folk education in 2022-2026 " , Strategy " Uzbekistan - 2030"; 2) lack of textbooks and educational benefits by discipline " Methodology " teaching native language and reading literacy » for students group russian language training universities Republics Uzbekistan .

The implementation of the task set by the above-mentioned important state documents requires rationalizing and intensifying the work of all areas and the education system dealing with the problems of training highly qualified teachers for primary grades in schools in Uzbekistan with Russian as the language of instruction.

One of the main tasks of the multifaceted work on preparing a teacher for primary school is the development and improvement of students' coherent speech, instilling in them the skills and forming in them the ability to construct a monologue (text) in a certain logical-compositional form.

However, experience in higher education institutions shows that students, having solid grammatical knowledge and a certain vocabulary, experience significant difficulties in composing their own monologue. The main reason for this situation, in our opinion, should be considered the low level of practical skills of students, which is explained by the lack of special and targeted work on their formation.

In this regard, we devoted our work to the issues of developing in students - future primary school teachers - the skills of oral and written coherent presentation of thoughts in a certain logical-compositional form, developing in them the ability to construct a coherent monologue statement (text) when teaching description as a functional-semantic type of monologue speech.

The degree to which the problem has been studied.

Teaching description as a unit for developing coherent speech skills has great theoretical and practical significance. Working on descriptions, students learn, first of all, to present some content in a certain form and sequence, which is necessary for ultimately developing in them the ability to choose the form that best suits the content being presented, and therefore the ability to truly use language as a means of exchanging thoughts.

Work on description also has cognitive and educational value. It contributes primarily to the development of observation, and observations, in turn, contribute to speech development and generate thoughts [4].

Of no small importance is work on description for the development of the recreative imagination and aesthetic taste. Teaching description helps students become familiar with such concepts of text linguistics as coherent text and its structure, types and means of connection between sentences in the text, types of speech.

Of particular importance is work on description for the development and improvement of students' coherent speech.

At the same time, the issues of teaching students of national groups description as a functional-semantic type of monologue speech have not yet been the subject of special study. There are no special studies devoted to this problem in the methodology of teaching the Russian language.

Thus, up to now the following questions related to the problem of teaching description as a type of monologue speech have remained undeveloped:

1. to what extent do students have the ability to describe various objects and what difficulties do they encounter when performing descriptions of various objects and styles;
2. what typical mistakes do they make when writing descriptions;
3. what is the vocabulary of the descriptions completed by students;
4. what is the object and style of descriptions with which it is advisable to begin work on teaching description;
5. what is the “visual literacy” of students [5].

It should be emphasized that the issues of teaching description are most fully developed in the school methodology of teaching Russian as a native language in senior grades. The study of scientific and methodological literature has shown that sufficient attention is paid to the methodology of description. The issue of the importance of description for thinking, speech development has been developed; a certain experience of conducting descriptions has been accumulated, many considerations have been expressed about the types of description, the sequence of teaching descriptions, etc. [8]

The theoretical and practical value of the conclusions reached by authoritative researchers is indisputable. However, in the process of teaching description to a student audience, these recommendations cannot be used in full due to the following reasons. Firstly, this is explained by the difference in the goals and objectives facing the school and the university, the different levels of proficiency in Russian by students, as well as the difference in the psychological characteristics of learning Russian in these conditions, since the absolute majority of contingents of groups with Russian as the language of instruction in universities and schools in Uzbekistan are representatives of local nationalities who study a "non-native" native language. Secondly, most methodologists approach description as a special genre of school essays. In the methodological literature, there are individual studies, as well as many journal articles devoted to the issues of teaching description. However, despite the widespread use of materials "on working on description" in the methodological literature, this issue cannot be considered methodically resolved. In other words, the concept of “functional-semantic type of speech” has not yet become the subject of special research in the methodology of teaching speech communication.

WORKING METHODOLOGY

The above allowed us to conclude that in order to improve students’ oral and written coherent speech, to instill in them the skills of coherent presentation of thoughts in a clear compositional form, a targeted system of work is needed, organized taking into account the step-by-step formation of the corresponding speech skills and abilities and in the functional-stylistic aspect.

In this regard, and also taking into account the level of preparedness of students, three stages are distinguished in the proposed system of work:

1. preparatory stage;
2. special training in description;
3. professional and pedagogical improvement having formed their skills.

The stages indicated are closely related to each other. At the same time, each of them pursues certain goals and has specific tasks.

At the first and second stages, training is conducted on a text basis. The sample texts of an educational, popular science, journalistic and business nature, as well as excerpts from works of fiction, offered for analysis at these two stages are selected taking into account the following criteria:

1. compliance with the style of speech in which the statement will be realized;
2. correspondence to the type of speech that students are currently learning;
3. Organization from the point of view of a single complex whole.

Based on the set goal, and also depending on the tasks solved at each stage, a system of exercises has been developed. Thus, at the first stage, analytical exercises are mostly performed, at the second - analytical-constructive and constructive, and at the third - only constructive. Constructive exercises performed at the second stage target students at producing oral and written monologue text of a descriptive type, and exercises of the third stage - at constructing a narrative text with the obligatory introduction of descriptions of various objects and styles.

I. Preparatory stage

The selection of this stage is due to the inability of most students to distinguish description from other types of speech. Therefore, at the first stage we set the following goals:

1. to give students an understanding of description as a functional and semantic type of monologue speech;
2. familiarize them with the grammatical (linguistic) features of description;
3. characterize the main types of description, distinguished by object and style.

The main objective of this stage is to develop in students the following skills:

1. distinguish description from other types of speech;
2. determine the type of description depending on its object and stylistic affiliation;
3. find a description in a narrative text and establish its grammatical features.

The sequence of formation of the listed skills determines the choice of methodological techniques used at this stage and the order of introduction of tasks and exercises.

The main methodological techniques used at this stage are:

- a) communication of the necessary theoretical information;
- b) analysis of sample texts;
- c) completing assignments and exercises.

The tasks and exercises to be completed at this stage are introduced in the following order.

According to skill I):

- a) read the text and determine what type of speech it belongs to;
- b) read, compare these texts and determine what method of presentation is typical for them;
- c) compare the given texts and fill in the table (see appendix);
- d) write out the text and analyze it according to this plan;
- e) write out the predicates from the text, determine which part expresses them. Say why the predicates are used in the form you have named;

- f) orally describe the sentences of the text,
- g) read the texts, analyze them according to this plan and draw a conclusion about their belonging to one or another type of speech. Write down your conclusions.

In accordance with skills 2) and 3).

- a) read the texts, retell them. Identify in them the object of description and indicate which of its features are described;
- b) read the texts, analyze them according to this plan and answer the question, what objects, phenomena can become an object descriptions;
- c) copy the texts..., analyze them and determine whether the content of the descriptive type of speech changes in connection with the change in the object of description. Justify your answer;
- d) from the text... write out the homogeneous members of the sentences. Establish what these homogeneous members are and for what purpose they are used in the description,
- e) copy the text..., underline the predicates, determine, in what form they are used in;
- f) from the text... write out the definitions together with the defined in words, establish a way of communication between them;
- g) write out the text, determine where you can find such descriptions. What is the evidence for this? Write out words and expressions that confirm your opinion;
- h) read the text, determine whether it contains figurative and expressive means? If not, then why? Draw a conclusion about the stylistic affiliation of the given description;
- i) read the texts, pay attention to how the same subject is described in different styles of speech;
- j) answer in writing the question: "What have I learned about description as a type of monologue speech?"

Stage II . Special training in description

Specialized training in description should be considered as targeted work on developing skills and abilities to construct a coherent monologue statement (text) of a descriptive type in the unity of the plans of content and expression.

At this stage, work continues on improving the skills that were formed at the previous stage. At the same time, in the process of special training, the skills necessary for constructing the specified type of monologue speech are formed, namely.

1. the ability to define and formulate the concept (main idea) of the description;
2. the ability to select features in the described object in accordance with the chosen concept;
3. the ability to reveal the formulated idea,
4. the ability to think through the sequence of description, the order of arrangement of features in the description;
5. the ability to think through the opening and closing sentences of the entire description;
6. the ability to express one's thoughts coherently, correctly (from the point of view of the norms of literary language), accurately, clearly, and, if possible, vividly;
7. the ability to use various means of syntactic connection (lexical repetition, parallel use of constructions, use of pronouns and contextual synonyms) between independent sentences included in the descriptive text;

8. the ability to produce a monologue at a pace normal for native speakers of a given language community.

The main objectives of the second stage are:

1. improvement of the skills developed at the previous stage;
2. development of a concept of the compositional structure of descriptive texts (business, scientific, artistic and journalistic);
3. familiarization with the logical-compositional and structural-syntactic principles of organizing a monologue statement of a descriptive type:
 - a) familiarization with the concepts of the intent of the description, the features of the described object, micro-themes in the description, the order of the features (micro-themes) associated with the analysis of the described object (subject);
 - b) familiarization with the basic methods and means of communication between sentences included in a descriptive text,
 - c) Training in composing descriptions of various objects and styles.

The main methodological techniques used at this stage are:

1. communication of the necessary theoretical information;
2. analysis of sample texts containing known types of description, with
3. from the point of view of composition, the presence of a concept, the degree of its disclosure, the selection of features and the sequence of their arrangement in accordance with the concept, as well as from the point of view of constructing a complex syntactic whole;
4. comparative analysis of samples (analysis of business and artistic, scientific and journalistic descriptions from the point of view of the linguistic means used in them);
5. performing various creative tasks and exercises.

The order and importance of the formation of the listed skills determines the choice and sequence of the tasks performed at this stage. tasks and exercises. Here are some of them.

1. Read the text, divide it into meaningful parts, title them. Retell the text according to the plan.
2. Determine what method of presentation is typical for this text.
3. Highlight the description in the text and name its grammatical features. Determine the type of description.
4. Write out from the text the description... and characterize its composition.
5. Read the text and analyze it according to this plan. Draw a conclusion about the compositional structure of the description.
6. Read the text carefully and determine in which parts formulated the idea and how it is implemented.
7. Copy the text. Select the sentence that contains the Intent (the main idea). Determine whether it is possible to preserve the same order of selection, disclosure and arrangement of features in the given description, changing its intent, name the microthemes.
8. Read the text. Highlight the idea.
9. Read these texts. Analyze them and fill in the table...

10. Copy the text. Determine what kind of description it is. Highlight the idea and determine what features of the described object are revealed.
11. Using these words, create phrases that can be used to describe: a) a cheerful person, a person with humor; b) a boring, stern person.
12. Observe the people around you and describe a verbal portrait of the person you are interested in, paying attention to details that allow you to guess his profession, character, mood.
13. Look at the picture... Based on the given words and phrases, give a business and artistic description...
14. Conduct a discussion with your group mates on the topic "Sights of our city" using this plan.
15. Based on the texts you have read, your observations, and this plan, give a business and artistic description of your city .

Stage III . Professional and pedagogical improvement of developed skills.

The main goal of the third stage is to improve the skills developed in the previous stages.

The main objective of this stage is to teach students:

1. formulate an idea and name micro-themes of description on a given topic;
2. make descriptions according to the given plan, idea;
3. supplement the narrative text with description;
4. produce a contaminated text (statement) with the obligatory introduction of all types of description;
5. Write a summary or essay (based on a filmstrip, picture) with the introduction of descriptions of varying length and style.

The listed skills are improved during the performance of various constructive exercises. Let us present some of them.

1. Formulate the idea and name the micro-themes for:
 - a) a popular science description on the topic...;
 - b) a business description on the topic...;
 - c) artistic description on the topic... ' .
2. Based on this concept and plan, describe the picture of the beginning of spring in two planes: a) business; b) artistic.
3. Based on the texts you have read, your own observations, and using these sentences as an idea, give a businesslike and artistic description of your city.
4. Based on this plan, describe two students from the sponsored school in comparative terms.
5. Describe the text, adding a description...
6. Based on the texts you have read, supplement this text with a business and artistic description...
7. Write a story about your student dormitory, including a description of the room you live in. Your story should "coexist" with elements of all three types of speech, but the description should predominate.
8. Imagine that you have to give a characterization of a comrade whom you propose to elect to the Komsomol bureau. What style and type of speech will you use? Write a characterization, write down the text.

9. Imagine that you need to write a story on the topic "My Favorite Season". Make a plan for the story. Determine what style and type of speech you will use to construct the text. Justify your choice. Think about what description of the object and style could be included in the story. Compose the story and write it down.

A kind of result of the third stage is writing a summary based on the filmstrip or an essay based on the picture with the introduction of descriptions of various objects and styles.

By organizing training in this way, it is possible to determine:

1. to what extent does the traditional methodology contribute to the formation of skills and the development of abilities to construct a descriptive monologue;
2. is special training in description as a type of monologue speech necessary, is the material offered for this available to students?
3. what changes (in terms of content and expression) occurred in the students' oral and written coherent speech;
4. how effective is the proposed system.

CONCLUSION

Formation and improvement of skills to construct a coherent monologue statement (text) in a certain logical-compositional form is a necessary and important link in the multifaceted work on the development of coherent speech of students of national universities. In this regard, it is advisable to begin work on improving the skills to construct a text of a certain compositional form with teaching students functional-semantic types of monologue speech - description, narration and reasoning - in the so-called "pure" form. In the course of such training, students should be familiarized with the grammatical and structural-compositional features of each of the specified types of monologue speech. The ultimate goal of such work is to ensure that students produce a coherent monologue text in a clear compositional form and in the unity of the content and expression plans. From the above it follows that when teaching how to compose a coherent text, one must strive to simultaneously enrich the content and expression plans of the texts produced by students.

The conducted research allowed us to formulate the following methodological recommendations, which, in our opinion, can be used when working on the description.

1. Teaching description as a functional-semantic type of monologue speech should be structured taking into account the step-by-step formation of the corresponding speech skills and abilities. At the initial stage, it is necessary to familiarize students with the grammatical features of description and to develop the ability to distinguish description from other types of speech. The lessons of the next stage of work on description should contribute to the formation of the skills necessary for constructing a monologue text-description. The skills laid down in the first two stages should be improved in the third stage of training and in all subsequent lessons of the course.
2. For the initial and second stages of work on the description, sample texts should be selected that are accessible to students and represent a coherent whole.
3. Students should begin familiarizing themselves with the structural and compositional features of description as a type of speech by analyzing a sample text according to a clear scheme. The concepts about the specified features of description obtained during the text analysis should be consolidated by performing analytical exercises. Only after this should one move on to constructive exercises.
4. In the process of teaching description, special attention should be paid to the practical familiarization of students with functional styles of speech, as well as with the methods and means

of communication between sentences included in the descriptive text.

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