

## Principles, Stages, Techniques, and A System of Exercises in Improving Students' Monological and Dialogical Speech

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**Abstract:** The article pays great attention to the communicativeness and functionality of language. One of the important teaching methods is the communicative method, the purpose of which is to develop students' skills in solving communicative tasks using foreign language tools and communicating freely with native speakers. These studies orient university teachers towards learning, intercultural communication, and generate interest among students in the language, culture, and traditions of the native speaker. The leading role in teaching foreign (Russian) language to non-Russian students belongs to the didactic principle of consciousness. The necessity of adhering to this principle is determined by data from memory psychology, which is characterized by meaningful and logical memorization at the students' age level.

**Keywords:** Improvement of oral and written speech; speech expression, communicativeness and functionality of language; intercultural communication; language teaching; learning activities; country studies; native speaker; didactic principle; language teaching methodology, didactic principle.



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### Introduction

Today, to improve students' oral and written speech, to instill in them the skills of coherently expressing thoughts in a clear compositional form, a purposeful system of work is necessary, carried out in a functional-stylistic aspect.

In this regard, a system of lessons is proposed for teaching national school students to describe as a monologue type of speech.

Important for the proposed system was the position of psycholinguistics that for the formation of thinking in the language being studied, regardless of the native language system, it is necessary to form skills and develop the ability to organize speech expression in unity of content and expression plans.

Importantly important in teaching the description of a special type of monologue speech are the data of modern functional stylistics, according to which one and the same subject can be described

differently depending on the author's goal, as well as the specific scope of application of this description.

### **Materials and methods**

Today, in the process of language teaching, great attention is paid to the communicativeness and functionality of language. One of the important teaching methods is the communicative method, the purpose of which is to develop students' skills in solving communicative tasks using foreign language tools and communicating freely with native speakers. Thus, language is acquired during natural communication, the organizer and participant of which is the teacher. In this case, the student acts as the subject of this communication.

It is generally recognized that the language of any ethnic group is an integral part of national culture. Regarding the relationship between language and culture, the scholar A.A. Reformatsky stated: "It is connected with culture and is inconceivable outside of culture, just as culture is inconceivable outside of language." To master a foreign language, it is necessary to realize that a native speaker of a foreign language is also a native speaker of a foreign culture, to learn to communicate with them in the format of their culture, i.e., to master intercultural communication.

Intercultural communication is characterized by the fact that when representatives of different cultures meet, each of them acts according to their cultural norms. Research on intercultural communication has recently become increasingly important due to the processes of globalization and intensive migration.

In this regard, these studies orient university teachers towards learning, intercultural communication, and generate interest among students in the language, culture, and traditions of the native speaker. In turn, the teacher strives to form in students an understanding of language as a reflection of cultural and national reality.

In the works of scholars dealing with the problems of teaching a non-native language (V.G. Kostomarov, E.M. Vereshchagin), it has been repeatedly emphasized that teaching should simultaneously pursue two goals: a) communicative, aimed at mastering elementary skills and abilities in listening, speaking, reading, writing; b) general educational, allowing students to master knowledge based on the material of their native culture.

Introducing non-linguistic information into the language learning process - a country component of both the target and native languages - is necessary for implementing the functional-communicative principle of learning.

The requirement to introduce country information into the language learning process for the national audience is also important from a didactic point of view. On the one hand, without country knowledge, communication in another language will be difficult and even impossible. On the other hand, learning objectives are significantly broader than simply forming communicative competence. Teaching communication cannot be the sole goal, as learning cannot exist without cognition, upbringing, and development.

Therefore, the country studies material offered to students must, of course, contribute to raising their educational level and have educational value. Such material is the information offered to students about their culture, on the basis of which their linguistic design in another language is understood.

Moreover, in the learning process, the task of finding a specific, formative need to master a foreign language as a subject of educational activity arises. Such a subject can be the history, culture, and traditions of the people speaking the language studied by the students. Their use will contribute to the satisfaction of students' cognitive needs, which is one of the most important conditions for its assimilation.

These reasons justify the established idea in language teaching methodology regarding the necessity of introducing country studies into the language learning process. We believe that in modern conditions, it is necessary to master the language based on the values of our native culture.

Turning to the definition of the concept of "country science," we note that it covers a fairly wide range of phenomena, acts as a set of knowledge not only about the country of the language being studied: its history, geography, political structure, economy, everyday life, customs, but also to the same extent about the native culture.

Obtaining such knowledge can occur through various channels. One of them is special classes in which students talk about the country they are getting acquainted with in their native language.

### **Research results**

Particular attention is paid to the development of a system of lessons for teaching description based on the general didactic principles of consciousness, systematicity, consistency, accessibility, and clarity, which acquire a certain specificity in the process of teaching the language being studied.

The leading role in teaching Russian to non-Russian students belongs to the didactic principle of consciousness. The necessity of adhering to this principle is determined by data from memory psychology, which is characterized by meaningful and logical memorization at the students' age level. Moreover, acquiring a second language is a conscious process, guided and controlled by consciousness.

This provision in language teaching methodology is understood mainly as the need for learners to be aware of speech actions, the principle of conscious acquisition of speech skills and abilities, and to a lesser extent, as the principle of conscious assimilation of knowledge about language. It is important for students to understand what practical significance, for example, mastering the logical-compositional and structural-syntactic principles of composing a description has, how knowledge of these principles will affect the quality of their own monologue speech.

This understanding of the principle of consciousness implies the development of theoretical knowledge based on active speech activity in the Russian language.

The didactic principles of systematicity and consistency imply the order and arrangement of material that ensures the understanding of individual facts and phenomena in a holistic, unified system. In addition, the principle of systematicity provides for the active consolidation of knowledge, the systematic formation of skills and abilities, which finds its implementation in the system of exercises.

The principle of accessibility is closely related to the principles of consistency and systematicity. This principle provides not only for the selection of material that is *посильное* for assimilation, but also for the organization of the system of exercises, when each set task has a real basis for its implementation. For example, completing a task of the type:

"Create a description using the parallel connection method between sentences" is realistic if students are given the concept of the connection methods between the sentences included in the descriptive text and this concept is firmly established by them. Otherwise, the task will not have a real basis for its completion, and it will be practically impossible for the students to complete.

Excessively complex, difficult tasks, just as easy ones, reduce interest in the studied material and, consequently, cannot contribute to achieving the set goal. In other words, the principle of accessibility requires such an organization of the educational process in a national school where each performed exercise strengthens students' confidence in their own speech capabilities in the language being studied.

Also, the principle of visualization acquires special significance in the process of teaching a non-native language. "The principle of clarity should be considered not as auxiliary," wrote V.V. Belyayev, "but as one of the main methodological principles of teaching a foreign language, when this teaching pursues practical goals".

### **Analysis of research results**

Taking into account the level of preparedness of students, the proposed system of work on teaching description is divided into three stages:

1. Preparatory stage;
2. Special training in description;
3. Improvement of skills.

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

In the first and second stages, teaching in higher grades is carried out on a textual basis. The texts proposed for analysis at these two stages - samples of scientific, popular science, journalistic, and business-related nature, as well as excerpts from literary works - were selected taking into account the following criteria:

1. Correspondence to the speech style in which the statement will be implemented;
2. Correspondence to the type of speech that students are learning at the given moment;
3. Organization from the point of view of a single coherent whole.

Based on the set goal, as well as depending on the tasks being solved at each stage, a system of exercises can be proposed. Thus, in the first stage, analytical exercises are mostly performed, in the second - analytical-constructive and constructive exercises, and in the third - only constructive exercises. The constructive exercises performed in the second stage are aimed at producing oral and written monologue texts of descriptive type, while the exercises of the third stage are aimed at constructing narrative texts with the mandatory introduction of various descriptions in terms of volume and style.

#### *1. Preparatory stage.*

The highlighting of this stage is due to the fact that most students cannot distinguish description from other types of speech. Therefore, at the first stage, we set the following goals for ourselves:

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

The main task of this stage is to form in students the skills:

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

The sequence of forming the listed skills is determined by the choice of methodological techniques used at this stage and the procedure for introducing tasks and exercises.

The main methodological techniques used at this stage are:

- a) communication of necessary theoretical information;
- b) analysis of texts - samples;
- c) completing tasks and exercises.

The tasks and exercises intended for this stage are introduced in the following order according to the ability to distinguish description from other types of speech:

- 1) read the text and determine which type of speech it belongs to;
- 2) read the given texts, compare them, and determine which method of presentation is characteristic of them;
- 3) describe the sentences of the text orally;

According to the skills to determine the types of description depending on its object and stylistic affiliation, as well as to find the description in the narrative text and establish its grammatical features, the following tasks are proposed:

- 1) read the texts, retell them. Identify the object of description in them and indicate which of its features are described;
- 2) Read the texts, analyze them according to the given plan, and answer the question of which objects, phenomena can become the object of description;
- 3) 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;
- 4) answer the question in writing: What did I learn about description? As a type of monologue speech?

## *II. Special training in description.*

Special instruction in description should be considered as purposeful work on forming skills and developing the ability to construct coherent monologue-like statements (text) of descriptive type in unity of content and expression plans.

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

- 1) the ability to define, formulate the idea (main idea) of the description;
- 2) the ability to select features in the described object;
- 3) the ability to reveal and formulate the 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 initial and final sentences of the entire description;
- 6) ability to express one's thoughts coherently, correctly (from the standpoint of literary language norms);
- 7) 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 speakers of a given language group.

The main tasks of the second stage are:

1. improvement of the previously formed stage of skills;
2. Developing an understanding of the compositional structure of descriptive texts (business, scientific, literary, and journalistic);
3. Familiarization with the logical-compositional and structural-syntactic methods of organizing descriptive monologue:
  - a) familiarization with the concepts of the purpose of the description, the characteristics of the described object, the micro-themes in the description, the order of arrangement of the characteristics (micro-themes) related to the analysis of the described object (subject);
  - b) familiarization with the main ways and means of connecting the sentences included in the descriptive text;
  - c) teaching the compilation of various descriptions based on the object and style.

The importance of forming the listed skills is determined by the selection and sequence of exercises performed at this stage. Let us cite some of them.

1. Read the text, divide it into semantic parts, and title them. Retell the text according to the outlined plan.
2. Highlight the description in the text and name its grammatical features. Determine the description type.
3. Read the text, analyze it according to the given plan. Make a conclusion about the compositional structure of the description.
4. Read the text, highlight the idea, and name the micro-topics.
5. Based on this plan, describe two acquaintances in Comparative.
6. Consider the picture... Based on the given words and phrases, give a business and artistic description.
7. Based on the text, give a business and scientific description of...

### *III. Improving Skills.*

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

The main task of this stage is to teach students:

- 1) formulate the idea and name the microthemes of the description on this topic;
- 2) to compile a description according to the given plan, idea;
- 3) supplement the narrative text with a description;
- 4) produce contaminated text (expression) with the mandatory introduction of all types of description;
- 5) write an exposition or composition with the introduction of various descriptions based on the object and style.

### **Conclusions**

This study lists the skills that are improved during the performance of various constructive exercises. Let us cite some of them.

1. Copy the text, adding a description of...



2. Based on the texts you have read and your own observations, give a business and artistic description of your city.
3. Describe the picture of the beginning of autumn in two planes: a) business; b) artistic.
4. Describe the two classmates in a comparative aspect.
5. Complete the given text with business and artistic description.
6. Imagine that you need to write a story on the topic "My favorite time of year." Make a story plan. Determine which style and speech type you will construct the text. Justify your choice. Think about which description in terms of object and style could have been introduced into the story. Make up a story and write it down.

A unique outcome is writing an exposition based on a video or composition based on a painting, introducing various descriptions based on the object and style.

In conclusion, it is worth noting that:

- the texts used (artistic, journalistic, etc.) and exercises for them give students the opportunity to better understand the text, create a basis for a higher level of its comprehension. The proposed task is aimed at developing students' thinking and improving their speech activity. When performing such tasks, students cannot be limited to simply reproducing what they have read, they are required to be able to summarize the information received, identify the main idea in the text, formulate and express their opinion about the text;
- in our opinion, the tasks in which an attempt is made to emphasize the students' attention to the peculiarities of word usage in the text, to instill in them the skills of analyzing the linguistic form of the text or work are particularly noteworthy. During the answers to such questions, students' speech improves, enriching their vocabulary with new words and expressions. At the same time, they learn to analyze the text, draw the necessary conclusions and generalizations;
- the introduction of tasks of such a plan contributes to its formation, contributing to the implementation of the main goal - the inclusion of students in the process of communication in the Russian language, that is, they are placed in conditions that create a need for linguistic means, and therefore, the assimilation and consolidation of new words proceeds more actively than with simple memorization or word-for-word reproduction of the read material.

Thus, teaching description has great theoretical and practical significance. Working on the description, students first of all learn to expound the content in a certain form and sequence, which is necessary for the formation, ultimately, of the ability to choose the form most suitable for the content being expounded, and, consequently, the ability to truly use language as a means of exchanging thoughts.

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