



## Development Of Monologue And Dialogical Speech Of Students Of Technical Universities

Vazira Xamidjanovna Xasanova

Teacher, Tashkent State Transport University, Uzbekistan

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

### ABSTRACT

This article deals with Development of monologue and dialogical speech of students of technical universities. The modern stage of development of the educational process has changed the requirements for the professional training of students. The changes are associated with the development of special disciplines and with the increased role of the Russian language in the conditions of improving the preparation of each student, as this is the key to future success and professionalism.

### KEYWORDS

Technical, Russian, main, general, stage.

### INTRODUCTION

The role played by speaking cannot be underestimated. "We listen to the speaker a hundred times before we read what he has written. This ability to speak alone is more important than anything else," wrote F.I. Buslaev. These trends are associated with the

language training of students at technical universities. Expanding the contingent of students at the expense of students from remote regions of the republic, where the level of Russian language proficiency is very low, requires the use of new teaching materials that

meet the modern level of methodological thought. The priority task of teaching Russian as a non-native language at the initial stage of university education is the formation of communicative competence in the educational and professional sphere of activity.

### THE MAIN PART

Analysis of modern teaching methods shows that scientists are constantly looking for ways to improve this educational process. The volume and degree of communicative competence of students of national groups of technical universities, capable of providing communication in the educational and professional sphere of activity, is determined, the psychophysiological foundations of various types of speech activity are clarified, highlighting the training of educational and professional communication. When developing a methodological apparatus, a classification of exercises is used, which distinguishes between the pragmatic, intellectual and linguistic aspects of the communication process. New developments and solutions in teaching Russian as a foreign language make it possible to improve the process of teaching Russian monologue speech, depending on the real needs of students. Particular questions of the methodology of teaching a language in this field of activity are very actively developed in the works of I.L. Beam, T.A. Vishnyakova, G.G. Gorodilova, A.S. Granitskaya, M.A. Davydova, N.A. Mete, O.D. Mitrofanova, T.B. Odintsova, V.V. Starodub, N.Z. Ulukhuzhaeva, E. D. Chemodanova, N.M. Shanskiy, A.N. Shchukin, G. Ya. Yabbarova. The main goal of the modern methodology of teaching the Russian language is to increase the level of knowledge received by students, to develop their practical skills in Russian. To achieve these goals, it is necessary, based on the knowledge accumulated by methodology, linguistics and psychology, to determine the optimal means and conditions for teaching speaking on professional topics,

taking into account the linguistic characteristics of a professionally directed monologue speech. Every year, up to 60% of graduates enter the technical universities. The analysis of the level of proficiency in the Russian language, as well as the data obtained during the ascertaining section, revealed the following problems: students experience great difficulties in practical knowledge of the Russian language, they cannot express their thoughts correctly and coherently, do not understand the meaning of many words and special terms, do not manage to record lectures. All these factors prevent students from learning their future specialty. Most of the difficulties arise for students from remote, high-mountain villages, where the level of teaching Russian is very low. Observations of the students' speech in the educational and professional sphere of communication indicate a low level of development of speaking skills on specialty topics among first-year students, in particular, the skills of explanation. In this regard, there is a need for linguistic study and description of professionally oriented texts on mechanics and automotive industry and to ensure the use of this material in teaching. At the same time, it is already clear that the characteristic of the scientific style of speech, available in the arsenal of the teacher of the Russian language as a non-native language, requires further study of the linguistic structure of the texts of each of the scientific disciplines [125; 34]. In this regard, we consider it necessary and important to have an interest in mechanics and the automotive industry. Due to the constantly growing interest of applicants in this specialty in the past few years. Acquaintance with the educational materials used in technical universities showed that they almost did not include tasks and exercises aimed at developing monologue speech in the specialty.

### THE MAIN RESEARCH METHODS USED IN THE ARTICLE:

- **Theoretical:** social - pedagogical, analytical (analysis of profile linguodidactic and educational-methodical literature, analysis of programs, textbooks on the Russian language in the aspect of the problem under study); studying and generalizing the experience of working on the scientific style of speech of teachers of the Russian language from different universities; putting forward hypotheses, justifying them, defining the theoretical foundations of the study);
- **Empirical:** observation of the educational process in the learning process; conducting an ascertaining cut in order to determine the level of skills in generating oral monologue speech, based on the text read in the specialty; conducting a training experiment to test the hypothesis put forward; qualitative - quantitative analysis of the obtained experimental data and their statistical processing using the Student's test. In this article lies in the fact that, as a result of our research, we have determined the typology of scientific texts on mechanics and automotive industry used in teaching, identified the methodological and theoretical prerequisites for improving the system of teaching oral monologue speech of students - Dagestanis, clarified the set of skills necessary to generate oral monologues on the base of the scientific and technical text - explanations. The linguistic characteristic of educational texts on mechanics and automotive industry is given. A system of teaching a monologue - an explanation based on an educational text on mechanics and automotive engineering for students of national groups of technical universities has been developed. In the fact that a methodological system for the formation and development of an oral monologue is proposed - an explanation for students of

national groups of technical universities of the Republic of Dagestan. The data obtained as a result of our research can be used in the preparation of textbooks on the development of speech in other regions of Russia, taking into account a specific national audience. The system of exercises can be used in preparing students of similar professional disciplines. The main conclusions of the study are as follows: for the development and formation of the speech skills of students studying at technical universities, a methodological system is needed that takes into account the difficulties of production and understanding; when teaching professionally - directed Russian monologue speech by students, it is necessary to pay special attention to the peculiarities of the style of educational texts in the specialty different from the style of the native languages of students: morphology, stylistics, syntax, vocabulary; the effectiveness of teaching increases when using different-structured types of monologue, extracted directly from educational texts in the specialty, including explanation, subjects in a strictly defined sequence;

- The successful mastering of professional monologue speech is facilitated by the use of a set of exercises correcting the existing philological experience of students, and forming new skills. This experimental - experimental study on the topic: "Teaching monologue speech in Russian for students of technical universities" has confirmed the scientific consistency of the hypothesis - the formation and improvement of oral - monologue speech skills of students of national groups of technical universities will be more effective if:
- To develop a system for teaching oral monologue speech, taking into account the specifics of the formation of mechanisms for the production of

monologue speech among students - as well as professional requirements and specialty;

- The teaching methodology will be based on the sequential introduction of different types of monologues into the educational process.

In order to organize a system of works on teaching oral-monological speech of students of national groups of technical universities, an attempt was made to separate the text material of textbooks on mechanics and automotive industry and to identify the typology of scientific presentation presented in the training materials for this course at the initial stage of training.

## CONCLUSION

The textual material of the textbook is the initial source of information used by students in the educational and professional field of communication. After studying textbooks on mechanics and automotive engineering, we identified ways of presenting information: description, narration, definition of a concept, message - texts that convey information in combination with each other.

## REFERENCES

1. Baker R. W., Syrik B. Student adaptation to college questionnaire (SACQ). Los Angeles: Western Psychological Services, 1989.
2. Hasan R., Halliday M. Cohesion in English. London 1976, p. 257 366.
3. Kakonridis Th. On cross cultural competence; LEM's contribution to international education // EAIE Newsletter, No. 21, January 1996, p. 31 -33.
4. Arutyunov A.P. Theory and practice of creating a textbook of the Russian language for foreigners. M .: Russian language, 1990, p. 166.
5. Arkachenkov A.D., Maryukova JI.A. Study of the relationship between the educational success of foreign students and their motives for learning // Materials

of the international scientific and practical conference. Tver, TV STU, 1999, p. 93 - 94.

6. Ananiev V.G. On the problems of modern human knowledge, - M., 1977, p. 241.
7. Ananiev V.G. Comprehensive study of a person and psychological diagnostics // Questions of psychology, 1968, No. 6
8. Amelchonok A.A. On the problem of functional analysis of a scientific text. RYANSH., 1973, No. 6, p. 74.
9. Akishina A.A. The structure of the whole text. 1.- M., 1979, p. 88.
10. Yu. Akishina T.E., Alekseeva N.N. A guide to teaching listening and recording lectures. M .: Russian language, 1989.