

TEACHING EXPRESSIVE READING

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Abstract: This article describes the objectives, requirements, and challenges of the "Expressive Reading" course for students learning Russian. Using games during practical exercises is a very effective teaching method. It develops imagination and fantasy, fosters communication, and during the game, the teacher establishes informal relationships with students.

Key words: Professional skills and abilities, standardization, interfering influence of native language, expressive reading, speech exercises, different places of Russian stress, methodological technique.

Аннотация: Задачи, требования и трудности занятия курса «Выразительное чтение» для студентов в изучении русского языка описывается в данной статье. Использование игры при выполнении практических упражнений очень удачный методический прием. Она развивает воображение, фантазию, формирует общение, в процессе игры преподаватель вступает со студентами в неформальные отношения.

Ключевые слова: Профессиональные умения и навыки, нормированность, интерферирующее влияние родного языка, выразительное чтение, речевые упражнения, разноместность русского ударения, методический прием.

The teaching of each academic discipline must take into account the principle of professional orientation and ensure the development of professional qualities in future specialists. Professional skills and abilities are developed through the teaching of many linguistic and literary disciplines.

Let us dwell on such professional skills necessary for a graduate of a pedagogical university as the ability to freely use the basic norms of the modern Russian literary language in their speech practice, the ability to read expressively and teach students expressive reading, and the ability to speak in public.

Standardization of the Russian language in expressive reading classes for ethnic groups is a key component of the overall workflow. Students' stress and pronunciation errors, caused by the interfering influence of their native language, hinder their development of expressive reading skills. Without correct reading, expressiveness is impossible, but limiting all efforts to error correction alone is also incorrect.

The difficulties lie, on the one hand, in the fact that the "Expressive Reading" course is very short, and if class time is spent working on overcoming errors, there's no time to teach expressive reading itself. On the other hand, filling the lessons solely with speech practice exercises (for which there's a comprehensive course in practical Russian) diminishes the aesthetic essence of the "Expressive Reading" course, as mechanical practice can instill skill, but creativity cannot. Introducing an engaging element to the exercises can be a great help in developing correct pronunciation skills. Such exercises can accompany both the presentation of theoretical material (making it easier to remember and absorb) and practical exercises (speech games); engaging in activities in national groups will create a creative atmosphere of psychological freedom, which is necessary for working with a foreign language.

So, when explaining to students the fluidity and versatility of Russian stress, which can change the semantic content of words, you can create riddles and humorous quizzes. For example:

1. Which bird can be turned into a numeral by shifting the stress? (Soroka soroka.)
2. How can you turn a castle into a fortress? (You need to shift the stress: castle - castle.)
3. When does "pier" become an imperative form of a verb? (When we shift the stress: pier pier.)
4. How can you make a lot of sugar from the Sahara Desert? (Sugar has a lot of sugar.)
5. Who can come up with the most words that are spelled the same but have different stresses, i.e., homographs? (pishi-pishi, belok-belok, pary-pary, pili-pili, plachu-plachu, uzhe-uzhe, bell-bell, znakom-znakom, etc.)
6. Who can assign the stress to these words the fastest? (Teacher's choice.)
7. Find rhymes for the words. For example: kosa-dosa, ruka-poka, koshka-lozhka, goda-voda, pena-vena, podushka-lagushka.

You can suggest humorous poems that play on the diversity and fluidity of Russian stress:

The sun has set.

Come on, march to the village!

The word "wonderful" is not difficult to change:

I put the stress on the "o",

"wonderful" disappeared,

"wonderful" was born.

Using games during practical exercises is a very effective teaching method. It develops imagination and fantasy, fosters communication, and during the game, the teacher establishes informal relationships with students. Games increase students' interest in creative activities and develop a desire to test their abilities. Finally, in a game-based situation, students are free from the fear of negative feedback resulting from mistakes, since in a game, mistakes are expected (someone has to lose), and they are perceived naturally, without negative emotions.

Let's look at some games and exercises that can be used in expressive reading classes: "Word Chain" (you need to name a series of words in which the last and first letters of the next word will match, for example: pencil - cabinet - flag - gas - umbrella, etc.); "Find a Pair" (the game develops phonemic hearing, in it you need to pronounce in pairs words that differ from each other by only one sound, for example: goat - braid, grass - firewood, bear - mouse, etc.); "Radio Broadcast" (this game develops the skill of clear articulation and serves as good gymnastics for the lips, in it you need to stand facing the audience, silently, but clearly pronounce the words that you need to, standing facing the audience, silently, but clearly pronounce the words that you need to understand)

More complex games include "Every Writer" (students offer their own ending to a passage read by the teacher) and "Tell It So Everyone Can See" (in this game, each student describes a famous person, object, city street, painting, etc. in detail, and the others must guess what they are describing). Although not specifically related to teaching expressive reading, such exercises are essential in ethnic groups, as they foster imaginative thinking, contribute to vocabulary enrichment, and provide students with the necessary speaking load during class.

Speech games shouldn't be lengthy; they'll become boring and uninteresting if they're artificially drawn out. Instead, they should serve as a kind of speech warm-up, conducted between other, more challenging activities, a way to switch and engage students' attention during the lesson.

Public speaking skills are developed in expressive reading classes on two levels: internal (the ability to express one's thoughts out loud coherently, logically, and competently) and external (the ability to present oneself in front of an audience, use facial expressions, gestures, etc.). While the former skill develops throughout the five years of study, the latter was not taught at all until recently (many pedagogical universities across the country now include a course called "Pedagogical Mastery of a Philology Teacher"). The use of game-based simulations in expressive reading classes will help develop the ability to present oneself in front of an audience and work with the class. Educational games are exercises that teach future professions in conditions as close to real-life as possible.

To conduct a learning game in expressive reading classes, the teacher first selects micro-situations from the learning process that can be presented as a game, most often a fragment of a lesson. Then, the students are presented with a pedagogical problem to be solved during the game (K.S. Stanislavsky), roles are assigned, and the game's rules and procedures are explained. For example, you can organize a training game called "Conducting a Speech Warm-Up" during class. Each expressive reading lesson begins with a speech warm-up. After a few lessons, when the exercises become familiar, students can be encouraged to lead the exercises themselves.

At home, the student prepares the warm-up text, selects tongue twisters and speech exercises, and displays them on posters. On the day of class, they hang up posters with the exercise texts and play the role of teacher: teaching the students the correct pronunciation of sounds and syllables, providing a model of correct pronunciation, and guiding the students' speech activity.

In the same way, you can develop your ability to speak in front of an audience and work with the class by organizing the educational game "Conducting a Game in the Classroom." Games are the most engaging form of creative exercises conducted in the classroom. The student teacher can conduct speech games (we've already mentioned them) and word games with the class, such as "Find a Simile" (hardworking... like a bee), "Find an Epithet for the Word" (morning... foggy), "Finish the Word" (umbrella-tick), "Come up with a Rhyme" (book-pine cone), and so on. To conduct the game, the student teacher can also prepare flashcards with game materials at home. Through educational games, students enrich their knowledge and acquire skills for working with the class.

Such active engagement is essential, especially for students of different nationalities, for acquiring many professional skills, including public speaking. The ability to read literature expressively is a fundamental professional skill for a literature teacher. Students who are skilled in expressive reading often struggle with teaching expressive reading lessons during their teaching internship. To lay the foundation for methodological skills, it is advisable to make the university instructor's work in expressive reading classes an object of constant observation for students' methodological purposes.

The teacher should consider structuring their lessons so that all types of work are accompanied not only by professional but also methodological objectives. This can be provided in the form of recommendations (where, how, and in what form this type of work can be used by students in their future work) or in the form of a critical analysis of the students' own work (methodological analysis of educational business games). For example, when working with students on preparing a text for performance, the methodological recommendations accompanying this work might look like this:

"When reading a text, pay attention to words that contain sounds that are difficult to pronounce. When working with children, always anticipate possible errors in advance; don't wait until the error has already appeared in the student's speech; point it out beforehand."

"Reading expressively should only be done while standing, as the voice should sound light and free. When working with students, try to avoid reading the text "from a standing position," as this hinders the development of expressive reading."

"When working on pronunciation, use a mirror. At school, when teaching expressive reading, require students to constantly monitor their speech. They haven't yet developed sufficiently robust expressive reading skills and shouldn't trust their own feelings, as they can become disoriented."

A methodological analysis of a business game is a mandatory form of monitoring students' correct performance in the role of a teacher. For example, an analysis of a fragment of the educational game "Composing a Speech Score of a Text with the Class" might look like this:

"Note the strengths of the student who acted as the teacher: he was able to quickly organize the class and prepared the necessary number of spare texts. He had a very good, teacher-like demeanor, able to "see" the entire class, even the farthest desks. However, there were also methodological shortcomings. He demonstrated an inability to use the board: the text was written crookedly, the speech part signs were unclear, and it was difficult to see at the back desks. When reading the text, he couldn't use his voice to reach the distance, made mistakes in his speech, and didn't correct the mistakes made by his fellow students, etc.

Our experience shows that students participate in such activities willingly and with pleasure. They understand the practical importance of exercises in acquiring professional skills. Furthermore, national pedagogical universities' curricula do not include a course on "Methods of Teaching Expressive Reading," and introducing some professionally-focused exercises into the overall course curriculum seems appropriate.

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