

**CONDITIONS FOR DEVELOPING STUDENTS' SPEECH IN THE PROCESS OF  
STUDYING SPELLING TOPICS IN RUSSIAN LANGUAGE CLASSES**

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**Abstract:** This contradiction highlights the relevance of the identified problem, which is to find conditions that ensure the development of students' speech when studying spelling topics in Russian language classes. Additionally, it is necessary to identify and implement active methods that promote the speech development of students during the study of spelling topics.

**Keywords:** speech development, spelling topics, spelling, speech activity, spelling skill.

In the process of teaching Russian, students must master the spelling literacy and be able to consistently, accurately and clearly, as well as grammatically correctly, to express their thoughts. Therefore, one of the most important tasks of studying Russian at school remains the formation of students' solid spelling skills, as the spelling literacy is an essential element of the general language culture and its possession is necessary for every educated person, which is determined by the function of the language as a means of communication between people in various fields of activity.

The separation of spelling from the tasks of speech development in the learning process is one of the main reasons for students' lagging behind in the Russian language. Modern methods of teaching the Russian language have valuable research experience that covers the issues of teaching spelling and speech development. However, the existence of separate methods for teaching spelling and speech development reinforces the traditional gap in the formation of spelling and speech skills and the dual nature of the Russian language teacher's work.

In the theory and practice of teaching Russian, creative and free dictations are usually considered as a means of developing students' speech, and few methodologists mention the restored dictation in their works. For this reason, the role of non-specialized teaching methods in the process of working on spelling (as mentioned above) has not been specifically studied, although it has been convincingly discussed in the works of many well-known scholars (K.B. Barkhin, M.V. Ushakov, N.S. Rozhdestvensky, M.T. Baranov, T.A. Ladyzhenskaya, and others).

Research by scientists has shown that in order to automate skills, it is necessary to perform exercises in which the learned material is applied in more complex conditions, and the acquired knowledge is incorporated into creative activities. Such conditions are created through the use of creative and combined exercises, as well as through the use of active and interactive teaching methods, as they further stimulate students' mental activity and ensure better understanding and retention of the learning material.

Creative exercises in which students go through the stage of "combining" two tasks: expressing their thoughts in written form and following the rules of spelling" [4, p. 97];

unfortunately, these practical methods are relegated to the background and exist only as potential possibilities: teachers either do not use them in Russian language classes or use them only as exercises for developing coherent speech.

However, with this approach to teaching (even with great effort), it is impossible to achieve high levels of spelling proficiency among students, as a paradoxical situation arises: students correctly reproduce the spelling rule, select a large number of examples for a single spelling rule, distinguish between different spelling rules, and group words based on these rules, following the appropriate algorithm. However, once students are faced with independent writing, all of this knowledge remains unused.

This is precisely what happens due to the one-sided selection of exercises and the rare use of certain works, which are one of the real means of strengthening the relationship between the formation of spelling skills and the development of speech.

As practice shows, the development of students' speech in the process of studying spelling topics yields positive results when using a system of developing exercises of three types: essential-spelling, creative, and complex [7.].

Essential-orthographic exercises (In methodological and psychological literature, exercises of this type have different names: special (A.M. Peshkovsky), purely orthographic (M.S. Lapatukhin, D.N. Bogoyavlensky), analytical-synthetic (G.N. Pristupa), and directed (M.M. Razumovskaya)) [3, p. 264]

These exercises are named as such because they are primarily aimed at mastering the linguistic essence of each spelling rule, which forms the basis of the "step-by-step" nature of speech and thought processes when choosing the correct spellings, and also contributes to the development of strong spelling skills and abilities in the process of written communication.

The importance of creative writing in mastering spelling literacy will increase as we move away from the initial stage of spelling lessons and will take on a central role in teaching spelling [4, p. 274]. "Teaching students to apply spelling rules to creative writing should be done gradually, without immediately requiring them to deal with all the numerous spelling rules in complex situations" [Ibid., p. 274], as advised by D.N. Bogoyavlensky.

Creative exercises help to consolidate the already acquired skills and improve them on the basis of speech activity. Creative exercises for students: Free dictation is also an equally effective type of creative exercise, combining free retelling of the source text with solving spelling problems. This dictation allows you to judge the level of automation of spelling skills, as the student solves spelling problems in the conditions of the need to reproduce the text, i.e. in conditions when it is impossible to focus only on spelling: it is necessary to think about the substantive side of the speech.

Dictations creative group: visual, warning, dictation from memory, creative, free, dictation by analogy, dictation with simultaneous language and information-semantic analysis of the text. Complex exercises are exercises with such nature of tasks, when the attention of students is focused on two groups of orthograms at once:

- 1) on the writings regulated by the rules (rule-directed writings);
- 2) on the writings not regulated by the rules, and also on the words that are written with a capital letter. Such exercises help to systematize knowledge, ensure continuity in learning, and provide

an opportunity to repeat previously learned spelling rules at a new (compared to the previous stage of learning) level of vocabulary.

In addition, all complex exercises have a communicative focus, which contributes to the development of students' coherent speech.

The following methodological principles were used as the basis for our exercises with complex tasks:

- 1) the principle of the organic unity of previously studied material with newly studied material (which allows students to practice their existing knowledge and skills and learn new ones under the guidance of a teacher);
- 2) the principle of systematically focusing students' attention on a specific group of spelling rules (where students focus on 3-5 spelling rules at once);
- 3) the principle of developing communication skills. Interactive teaching methods also contribute to the development of students' speech when studying spelling topics.

Interactive teaching methods as a means of developing speech while consolidating spelling topics and students' environmental thinking: A fragment of a Russian language lesson on the topic "Take care of nature!" (Review of the studied about the verb). Read. Guess the riddle. Find the verbs, determine their time, person and number.

Under the leaves in the meadow

The girls were playing hide-and-seek.

Three sisters were hiding,

Light yellow ... (ikchisil)

The need to link spelling instruction with speech development and to rely on the development of speech skills in spelling instruction is dictated by the requirements of developing students' thinking and speech, the specifics of Russian spelling, the mental characteristics of childhood, and didactic considerations.

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