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Modern Approaches and Methods for Developing Oral Speech

Kabulov S.T.

Karakalpak State University named after Berdakh, Uzbekistan

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ABSTRACT

This article examines the fundamentals of teaching speech activity, describes methods and types of work for speech development, and discusses teaching speech activity types to students in general education institutions at the present stage.

Keywords: Method, speech, articulation, listening.

INTRODUCTION

In the era of innovative technologies, the Russian language has become highly relevant. The revitalization of intercultural communication and the growing interest in the intellectual wealth accumulated by humanity have made the Russian language not just an interesting academic subject but also a necessary tool for cultural dialogue, the integration of Uzbekistan into the global economic system, and the implementation of joint scientific and technical projects with European countries. There is an increasing demand for specialists proficient in spoken Russian, as well as those prepared to work with literature and various documentation in Russian. This has led to significant changes in the practice of teaching Russian, where the dominant approach has become the personality-activity approach, which focuses on teaching students to communicate in Russian from the very first lesson.

MATERIALS AND METHODS

To achieve the research objectives, a comprehensive approach and a series of methods aimed at developing students' oral speech in general education institutions were used. The study was conducted at a school with a national language of instruction. The main focus was on the use of methods that promote the formation of speech skills and the improvement of pronunciation.

The study also included practical sessions where students performed the following tasks:

- Exercises on sound production;
- Reading and pronouncing texts to improve intonation and stress;
- Listening to audio materials followed by retelling or content analysis.

RESULTS AND DISCUSSION

Teaching pronunciation should be conducted in every lesson, as stable pronunciation skills can only be developed through systematic and purposeful work throughout the entire learning period. When starting to practice articulation skills, the instructor must remember that no sound in the target language is pronounced exactly like a sound in the native language. It should not be assumed that identical letters in both languages represent identical sounds: this can lead to students developing pronunciation habits from their native language. However, it is important to remember that retraining is often much more difficult than teaching correctly from the beginning.

Currently, the following methods are used in teaching pronunciation:

1. Imitation, or mimicking the instructor's pronunciation; this method is used at all stages of learning. Imitation is simple mimicry of the teacher. Therefore, the teacher's pronunciation must naturally be impeccable. To demonstrate clearly, the teacher pronounces a word with the target sound several times (not an isolated sound, but a word or syllable). Students listen carefully, observe the articulation, and then repeat the same words (or syllables). The teacher monitors their pronunciation, corrects mistakes, and ensures they repeat until they master it. Imitation is one of the primary methods for teaching pronunciation, as it helps develop students' phonological awareness for differentiating sounds in the target language.

2. Demonstration or explanation of articulation when pronouncing a sound; Articulation refers to the position of the speech organs when producing a particular sound. The essence of the articulatory method is that the teacher shows and explains the position and movement of the speech organs when pronouncing a specific sound. Students must understand how one sound differs from another, which articulations are common to two or three sounds, and which serve to differentiate sounds. Combining imitation with the articulatory method is highly effective. ### Using the Articulatory Method

The articulatory method cannot always be used, as it is impossible to demonstrate the articulation of all sounds. Additionally, not all aspects (positions and movements of the speech organs) are perceptible. For example, it is impossible to show the articulation features of hardness and softness, as these aspects are imperceptible. Therefore, it is advisable to combine this method with other techniques, such as using "helper sounds," i.e., neighboring sounds with perceptible articulatory features.

However, in some cases, demonstrating and explaining articulation can be very helpful. It is known that when pronouncing sounds in their native language, children's speech organs automatically and unconsciously perform the necessary movements. The teacher's task is to develop automated movements of the speech organs in students that correspond to the sounds of the target language, based on their existing pronunciation skills. However, achieving such skills is only possible through awareness of the articulation of difficult sounds. Thus, the articulatory method helps correct students' pronunciation.

For example, students might pronounce [ы] as [и]. The explanation of articulation and advice would be:

- 1) Move the tongue back, as when pronouncing [y];
- 2) Pronounce the sound lower and quieter;
- 3) Compare [и] and [ы] in words.

Similarly, students might pronounce [ф] as [п]: [пизика], [копта]. The explanation of articulation and advice would be:

- 1) Stretch the lips, as when pronouncing [м];
- 2) Lift the upper lip so that the upper teeth are visible;
- 3) Bring the lower lip close to the edge of the upper teeth;
- 4) Direct the air stream toward the lower lip;
- 5) Continue pronouncing the sound this way for a few seconds;
- 6) Compare words like [пар] — [фар], [пакт] — [факт].

Similar explanations can be given for each sound.

The imitation and articulatory methods complement each other. The instructor clearly pronounces a word with the target sound and demonstrates the articulation. Students listen, observe the articulation (if possible), and repeat after the instructor. Through systematic practice, students transition from consciously controlling their speech organs to automated, unconscious pronunciation skills. However, it is important to note that developing automated skills is extremely challenging and can only be achieved through daily exercises and speech practice.

3) Comparison (or Contrast) of Sounds

Comparison and contrast are the most active techniques for the differentiated acquisition of various sounds. The target sound can be compared with another sound in the Russian language that shares common features, or with a sound from the native language. The most effective approach is to compare two sounds in different words. This allows students to connect acoustic and articulatory differences with semantics and the phonological meaning of the sound. Linking different sounds to semantics enhances the effectiveness of differentiated sound perception. A direct

and inverse relationship is created: on one hand, different sounds create different semantic meanings, and on the other, different meanings create distinct sound representations in the student's mind. If these sounds did not affect the semantics of the word, they might not be noticed and could be perceived as a single sound.

The articulation of one of the sounds must be well mastered by the students to allow for comparison with another sound. For comparison, the teacher must know the articulatory-acoustic features of all sounds in both the target and native languages. When characterizing the phonological and articulatory features of sounds (phonemes), it is essential to approach this task with great care.

Using the Comparison or Contrast Method

The use of the comparison or contrast method requires certain preparatory work. The instructor explains the articulation of difficult sounds and then compares them with other sounds. For example, before comparing the sounds [o] and [y], it is necessary to explain the articulation of [o]:

- 1) Open your mouth wider without relaxing the lip articulation;
- 2) Slightly increase the lip opening;
- 3) Compare [y] and [o] in words: тут — тот, дума — дома, бук — бок, руль — роль.

Successful mastery of oral speech depends on the degree of proficiency in pronunciation. Teaching pronunciation is based on the conscious acquisition of the articulation of sounds in the target language and the active use of speech organs (tongue and lips). Students are tasked with understanding articulatory movements in unity with their sound correspondences, learning to listen and hear themselves and their interlocutors, and feeling and understanding the difference between pronunciation and spelling. To achieve this goal, imitation should initially be used, which can be applied after explaining the technique of pronouncing sounds.

Stages of Pronunciation Work

1. Forming the Basics of Pronunciation
2. Developing and Improving Orthoepic Skills

To achieve this, students must be introduced to the phoneme system of the target language, sound articulation, stress patterns, intonation, and the main types of intonation structures.

Phonetic material includes the following topics:

- Consonants and vowels in different positional conditions;
- Combinations of consonants and vowels;
- Pronunciation of grammatical forms;
- Rhythmic patterns of polysyllabic words;
- Groups of words with fixed and movable stress;
- Fluency in pronouncing words in speech;
- Unstressed words and words with weakened stress.

Phonetic exercises should be divided into placement exercises and reinforcement exercises. Placement exercises involve pronouncing syllables, words, phrases, and short sentences. Reinforcement exercises include pronouncing and reading syllables, familiar words, then new words with two or more difficulties, reading sentences, and auditory and articulatory exercises contrasting mixed phenomena, as well as answering questions.

Types of Exercises

In accordance with the types of speech activity, exercises can be divided into auditory, articulatory, and those aimed at developing reading techniques. Auditory exercises precede articulatory ones when introducing sounds, but later both types of exercises should be used in parallel.

From the perspective of forming and developing auditory-pronunciation skills and abilities, it is important to correctly combine training and speech exercises. Training phonetic exercises include reading and pronouncing syllables, words, phrases, and sentences. Listening to speech samples (syllables, words, phrases, sentences, texts, and dialogues), as well as listening and repeating at intervals, and phonetic dictations play a leading role in teaching pronunciation.

Teaching Russian to Non-Native Speakers

In teaching Russian to non-native speakers, familiarity with linguistic material (lexical, grammatical, and phonetic) occurs comprehensively, ensuring their participation in real speech communication. Speech communication is only possible with certain skills: oral speech requires listening and speaking skills, while written speech requires reading and writing skills.

The acquisition of the Russian language and the development of speech skills, especially speaking, occur through listening. Listening, or auditory perception and comprehension of spoken speech, is an active creative process.

Listening as a Form of Cognition

Listening is one of the forms of cognition. It relies on the physiological and psychological characteristics of a person. It is well known that knowledge about the surrounding world is acquired through sensations and perceptions. In the case of listening, auditory perception (specifically, the second signal system) plays a key role, as "the second signal system transforms the perceived object into a verbal signal, determines the understanding of primary signal stimuli, gives human perception a voluntary character, and connects perception with the activity of the individual."

Auditory perception is psychologically complex and includes not only listening, i.e., receiving information, but also hearing, i.e., recognizing and understanding sound signals. At the same time, listening serves as a means of activating speech-thinking activity, since listening and hearing involve connecting with previously acquired knowledge and serve as the basis for organizing speech actions. As A. A. Leontiev emphasizes, when developing students' oral speech in Russian, one should not be satisfied with merely reproducing ready-made communicative stereotypes: teaching communication can be achieved by forming and maintaining a specific motive for communication, as well as organizing the active creative activity of the student [Leontiev: p. 67]. Not passive reproduction, but active speech production; not drilling ready-made communication methods, but guiding students to independently search for such methods (naturally, with the teacher's hints and assistance) – this is the main task of teaching foreign language communication [Polat: p. 34].

The Complexity of Understanding Spoken Speech

The process of understanding spoken speech is complex. At the core of speech perception is verbal understanding, which arises from recognizing previously learned words and entire speech patterns.

However, to perceive a statement as a whole, objective understanding of what is being discussed in the message is necessary. This understanding relies on the students' life experience and plays a decisive role in the perception of descriptive speech. However, objective understanding alone is not sufficient to grasp cause-and-effect relationships between facts and the logic of events. For this, logical understanding is required, which assumes a certain level of mental development in the listeners, allowing them to understand the cause of events or actions.

One of the significant shortcomings is the lack of independence in students' mental activity during Russian language lessons. This is mainly due to the way educational tasks are structured, where students are only required to answer a given question rather than express their own thoughts.

The Development of Speech in Non-Native Speakers

The development of speech in non-native students is closely related to their ability to consciously perceive and apply the forms and patterns of another language in practice. To practically master a language, i.e., to speak, listen, and write fluently in a non-native language, one must possess a sense of the language, which is realized in speech actions. This is an element of skill that can be taught and developed.

The main goal of listening is to promote the understanding of the content of perceived speech and the extraction of information from it.

The Role of Texts in Teaching Listening

The primary instructional unit in teaching listening is the text (audio text). Its volume and nature depend on the goals and objectives of the lesson. Texts chosen for listening should correspond to the age characteristics and interests of the students, contain a specific problem of interest to the listeners, have a simple plot with clear logic and causality, represent different forms of speech (dialogic, monologic), and include redundant elements of information. For the perception and understanding of the content of information, the clarity and volume of the speaker's

pronunciation, their ability to intonationally highlight semantic predicates and logical statements, as well as the pace of speech, are of particular importance.

Factors Affecting Listening Quality

The quality of listening can be influenced by several factors:

- The duration and number of repetitions (1 or 2 times) of the audio;
- The presence or absence of visual support;
- Paralinguistic means (facial expressions, gestures, and the speaker's demeanor), which serve several functions: they make speech expressive, emphasize the most important ideas in the message, and characterize the emotional and volitional state of the speaker.

Therefore, in the initial stages, especially in younger grades, it is necessary to present spoken speech at a slightly slower pace, gradually increasing the speed to a normal level. To practice the normal pace of internal pronunciation during listening, it is useful to organize listening to audio recordings or reading with the support of a written text: while listening, students simultaneously read the text "silently." Listening Exercises

Listening exercises should also develop the ability to perceive and understand spoken speech from different voices, at different speeds, and from different sources, as constantly listening to the same voice makes it difficult to understand other people's speech. For this purpose, the use of technical tools is significantly expanded in higher grades.

Listening is closely related to other types of speech activity, primarily speaking. In language teaching, listening is considered both an independent and specific type of speech activity and an active cognitive tool through which new speech messages are perceived, recognized, and understood, and their creative combination in new situations is formed. Listening relies on certain skills: grammatical, lexical, subconscious perception, and differentiation of the sound aspects of speech. Ultimately, the success of listening depends on how grammatical and lexical skills are connected with the third group of skills, i.e., whether they were formed under conditions of auditory perception and comprehension.

Developing Listening Skills

The formation of listening skills requires a special approach and the development of auditory exercises that vary in content and execution. The correctness and accuracy of understanding the content of listening texts depend on the level of skill development. To activate the listening process, each auditory exercise should be preceded by a clearly defined listening goal and an expectation of its outcome.

Based on the study and generalization of experience in schools with a national language of instruction, three types of listening exercises can be identified:

1. Exercises for Developing Listening Skills (aimed at understanding audio texts and related to the ability to correlate the lexical meaning of individual words and the meaning of individual sentences with the content of the entire statement, to correlate parts and the whole, and to distinguish the main from the secondary):

- a) Recognizing a speech signal (i.e., a segment of the speech flow);
- b) Distinguishing sentences by meaning and intonation;
- c) Distinguishing sound signals;
- d) Determining the semantic and grammatical meaning of a word based on its formal features;
- e) Determining the number of words in a sentence;
- f) Determining the number of semantic parts in an audio text and the main idea of each;
- g) Identifying the main and secondary information in the text.

Tasks to Develop These Skills

The following tasks, which also serve as methods for checking comprehension, help develop these skills:

1. Listen to the text and answer the questions;
2. Listen to the text, then formulate questions about its content and answer them;
3. Listen to the text and determine whether the given

questions cover all its content and what additional questions could be asked;

4. Listen to the text and determine whether the questions about its content are correctly formulated and which ones are inappropriate;

5. Listen to the text and identify its semantic parts, determining the main idea of each;

Listen to the text in parts and identify the sentences that contain the main idea of each part;

7. Determine in which part of the text the main information is contained (beginning, conclusion);

8. Explain which part can be considered the main one and why.

9. Listen to the text and convey its main content;

10. List the facts stated in the text;

11. Listen to the text and leave a plan for retelling its content;

12. Analyze the text in terms of which grammatical forms or lexemes prevail in it; is there a connection between the content of the text and the use of the corresponding grammatical or lexical forms.

2. Exercises for developing coherent speech skills based on audio texts:

1) Listen to the text, title it or justify the title if the text has a title;

2) Make a plan of the text you listened to, choosing suitable phrases from those you listened to;

3) Listen to two versions of the text and find discrepancies in them;

4) Retell one of the text episodes in detail;

5) Listen to the dialogue, characterize its participants;

6) Make a version of the continuation of the text;

7) Provide additional information on the issue raised in the text;

8) Listen to the text, highlight problematic issues, express your thoughts on the issue raised in the proposed text;

9) Try to determine the position of the author of the text.

3. Listening work related to the use of information technology. The following exercises can serve as examples of this type of work:

1) Listen to the words and repeat them at intervals, carefully monitoring the pronunciation;

2) Listen to the questions and answers to them and repeat them at intervals, monitoring the intonation;

3) Listen to the beginning of the dialogue and finish it at intervals;

4) Listen to the sentences and repeat them at intervals;

5) Listen to the questions and answer them at intervals;

6) Listen to the text, retell its content, replacing speech with indirect speech.

As practice shows, performing such exercises helps not only students to deeply assimilate the material, but also to develop their ability to think and act creatively.

CONCLUSION

Thus, listening, acting in the educational process as a means of teaching, in addition to the main, actually communicative, function, also performs many auxiliary pedagogical functions. It stimulates the speech activity of students; ensures the management of the learning process: it is used to acquaint students with new language, speech, Russian studies and local history material and to develop skills and abilities in the process of speech activity; helps to maintain the achieved level and proficiency in speech; increases the effectiveness of feedback and self-control.

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