

Linguistic-psychological factors of teaching Russian-speaking students to Uzbek monologue speech

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Abstract

The article delves into speech activity, exploring its emergence, formation, and specifically focuses on the role of monologic speech within this framework. It also emphasizes the extent of research dedicated to monologic speech within the methodology of teaching the Uzbek language, shedding light on both linguistic and psychological factors influencing monologic speech.

Keywords: speech activity, monologue, dialogue, monologic speech, linguo-psychological, language, teaching, methodology, text.

The process of acquiring a second language encompasses mastering four intertwined speech components: *reading, writing, listening, and speaking*. Among these, speaking presents a notably intricate challenge for learners. Cultivating oral monologic speech skills in second language education becomes intricate due to students' constrained linguistic resources, which impede their capacity to freely articulate thoughts or employ existing vocabulary with methodological precision. Respected experts, including psychologist L.S. Vygotsky, emphasize the importance of monologic speech training using two primary approaches:

1. The "Upward" approach entails education culminating in a polished, finalized text.
2. The "Downward" approach centers on education founded upon sentences expressing simple ideas [1].

Linguo-didactic studies highlight a distinction in psychological methods between learning one's native language and acquiring a second language. It's noted that "native language learning progresses from the bottom up, while foreign language acquisition proceeds from the top down" [2]. This distinction elucidates the process: from the bottom up, where analysis of specific language elements leads to generalization, versus the top-down direction, which moves from general principles or simply rules to practical application.

In the "upward" direction, the emphasis lies on comprehensive mastery of the text's content, its composition, language elements—essentially everything that contributes to the construction of monologic texts students will later generate. Students engage with the text by reading, answering questions, devising structural plans for the text, organizing sentence sequences, retelling the text, expressing its content from a different perspective, and altering the context. On the other hand, the "downward" approach involves commencing with an idea encapsulated within a sentence and expanding it into a complete monologue. Within this framework, students learn to craft a monologue text centered on a specific topic: under the guidance of the teacher, they elaborate and modify their text, constructing a monologue based on the given subject matter while infusing personal thoughts and viewpoints. This process facilitates their ability to articulate ideas in a logically coherent manner. Typically, the process of teaching monologic speech encompasses the following stages:

- work on the base text intended to be used in the course of the lesson, i.e. teaching the text, translating new words and phrases;
- organizing a conversation on the basis of questions and assignments based on the content of the text;
- enriching and strengthening the language reserve with the help of repetition of the grammatical topic in connection with the text, some word combinations, oral presentation of linguistic tools and performing exercises.

The approach to language learning seems to be influenced by the specific characteristics of the language under study. In acquiring one's native language, a systematic presentation of the language's grammar is preferred. However, in learning a second language, the focus should shift towards practical application, particularly in developing oral communication skills [3]. All teaching methods for monologic speech should adhere to a coherent system. Throughout these tasks, students should understand their abilities, feel their knowledge advancing, and develop a heightened interest and motivation for language learning.

It is important to highlight that employing question-and-answer formats to develop monologic speech skills is viewed as an inappropriate educational approach. The nature of a monologue necessitates uninterrupted content delivery over a specified duration without interruption or division. Consequently, a monologue cannot be equated to a series of question-and-answer sequences. These characteristics underscore the preference for teaching monologic speech at relatively advanced stages in second language education.

A structured and continuous approach to preparing for monologue delivery should commence at foundational levels and progress systematically. Consequently, within higher education, a pressing contemporary concern lies in enhancing the monologic speech capabilities of Russian-speaking students in their native language, particularly within their specialized fields and socio-economic contexts. This emphasis aims to cultivate automatic oral monologic speech skills among these learners.

The Uzbek monologue exhibits typical monologue traits, including coherence, comprehensiveness, and relevance. However, Uzbek monologic speech possesses distinctive attributes, such as sentence structure, intonation, and the pace of enunciating lexical elements. Specifically, Uzbek is classified among agglutinative languages and is considered an affixal language due to the prevalent use of suffixes in word formation. This relatively widespread grammatical structure presents challenges for speakers accustomed to inflected languages. Russian-speaking students often encounter difficulty in this type of monologic speech, which demands consistent word usage without frequent repetitions or substitutions.

It can be noted that the following difficulties are encountered in acquiring oral speaking skills in second language education:

- insufficient vocabulary to express thoughts independently;
- to be able to choose the necessary tools for speaking according to their lexical-grammatical meaning;
- able to use ready-made speech patterns, expressions appropriately;

- difficulties with choosing the correct tone of speech and being able to correctly divide the sentence into syntagms;
- difficulties with accent and pronunciation of certain sounds;
- difficulties with understanding the speech of native speakers (mistakes in live conversation: dialect words, slang, many uses of euphemisms, etc.);
- use of interfering errors and unnecessary acquisitions that occur under the influence of the mother tongue;
- difficulties with dividing connected speech into logical parts, using introductory words and sentences used to connect these parts appropriately and moderately.

Also, the biggest difficulty in mastering any language and acquiring the skills of oral monologic speech in this language is usually the choice and use of appropriate language tools based on the functional styles of the language, the style of the information being presented [4]. Therefore, in our opinion, it is absolutely impossible to solve the problems in this regard without teaching the methodological features of the studied language in the development of monologic speech. Among the extralinguistic tools in second language education, one of the most common negative phenomena is related to pauses (stops), which are observed in the process of speaking. As a result of pauses, various psychological conditions, disorders of speech fluency, and excesses occur.

In psychological research, discussions on the psychological challenges within monologic speech have been somewhat explored. Notably, I. I. Zimnyaya divides speech activity into initiation, formation, and implementation stages, highlighting the speech need as a pivotal aspect linked to the initial stage. Zimnyaya underscores that the motivating force driving speech stems primarily from necessity. The birth of this necessity necessitates both external and internal influences. External influence involves demand, while internal influence revolves around understanding the mechanisms of speech, namely language materials. Consequently, the process of oral speech encounters two psychological challenges: 1) the lack of time to contemplate the subject of thought, leading to rapid speech generation; and 2) the balance between automated and non-automated speech skills [4]. The first factor hinges on speech conditions, while the second factor relies on linguistic aspects within speech.

In summary, within second language education, oral monologic speech holds paramount importance among the skills of reading, writing, and listening. It stands as the demonstrative culmination of a student's language learning journey, showcasing achievements attained through reading, listening, and writing. Consequently, in foreign language education, including the instruction of Uzbek as a second language, the primary objective lies in nurturing students' proficiency in spoken language—from basic connected speech to proficient delivery of both prepared and spontaneous monologues. Achieving this goal necessitates a thorough understanding of the linguistic and psychological facets inherent in monologic speech.

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