Problems of Developing Students' Speech In Russian Language Lessons And Ways Solving Them

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Abstract: The main problem of teaching the language, it seems, is the problem of the relationship between the spontaneous process of mastering the language and the artificially built learning process. And also the influence of learning on the development of the language ability of the child. And it certainly exists and manifests itself in the speech behavior of the student.

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Many researchers write about the implementation of the concept of speech proficiency (L.P. Krysin, Yu. N. Karaulov). There are also attempts to describe the language itself from the point of view of the native speaker, to create a different grammar of the "user." There are different ideas in the method of teaching the Russian language, from denying the need to "include the domestic language in the number of school subjects" and ending with the creation of complex language courses that are as close as possible to university ones. This, it seems to me, is very important and extremely relevant. Let's turn to modern approaches to the school course "Russian language."

In the construction of educational language courses, several strategies can be distinguished: normative - in standard textbooks on the Russian language for secondary school ("normative," "literacy," "rule," "norm" - both spelling and punctuation; the main focus is on writing), system-structural ("language," "systemness," "law," "reasonableness," "understanding"); ("communication," "communication," "speech," "situation"), ("educational activity," "theoretical thinking," "educational task," "development," "subjectivity," "scientific concept," "spelling activity"). Each of these strategies in its own way answers the question of what is the school subject "Russian Language." The main problem of school teaching the language, it seems to me, is the problem of the relationship between the spontaneous process of mastering the language and the artificially built learning process. Hence the question: what should be the relationship between the spontaneous process of the language development of the child and the process of learning the language? Should learning take into account the natural process, use it, stimulate it? If so, how and to what extent? After all, even if we ignore the process of mastering the language and try to build training on other grounds and without taking into account this process, the influence of learning on it is inevitable, only it becomes unpredictable and its results often conflict with the goals of learning.

If you take four parameters of language proficiency and analyze them in each approach to language learning, you can find points of intersection and draw certain conclusions, revealing the most effective approach.

The first skill is the ability to express a given meaning in different ways. This skill should also ensure the use of mechanisms for folding and unfolding communicative units, that is, the ability to explain a word, give it an interpretation, the ability to concise the meaning of a detailed statement.

The second indicator is the ability to extract meaning from what was said, distinguish outwardly similar, but different in content statements and find a common meaning in outwardly different statements. It is clear that the first skill is associated with speaking and writing, the second - with perception (listening or reading).

The third skill is the ability to distinguish between linguistically correct statements and incorrect ones. This is actually a linguistic phenomenon.

And, finally, another one directly related to the situation of communication: the ability to choose in a set of fundamentally possible means of expressing a certain thought the one that most closely corresponds to the social, territorial and other conditions of the situation of communication.

From the above, it can be seen that the tasks of learning and the main parameters of language proficiency lie in different planes. Thus, the normative strategy focuses training on the formation of spelling and punctuation skills, to a lesser extent - on the formation of normative pronunciation. You can also map other strategies. And this partial intersection will be revealed everywhere.

But practical teachers are interested in the impact of learning on the development of a child's language ability. And it certainly exists and manifests itself in the speech behavior of the student. Let's recreate, for example, the situation of writing an essay or oral response of schoolchildren on the exam. The finished form seems to subjugate the speaker, the thought fits into traditional forms (often cliches) and from this ceases to be an original thought, and the author turns into an ordinary "voice-over." Many of us experienced the subjugating effects of a familiar form. And we associate this with a certain type of training: the methods of a normative strategy are usually aimed at reproduction and extremely rarely at creating, at finding adequate means of expression.

Other example of influence is connected with new technology - the developing training. Unfortunately, at replication of new technologies first of all new forms of education (form of lessons, material supply) are transferred, acquired and reproduced, and contents often remains misunderstood. The lesson in such look represents a peculiar metacommunication (the teacher – the pupil, the pupil – the teacher) where subject contents is only a reason for implementation of the communication (promotion of versions, determination of questions, work in groups).

As a consequence, the speech behavior of a child being trained in this way is characterized by greater communicative freedom; he is relaxed, quite possesses the question-response form of speech, but here the emphasis shifts from the perception of someone else's speech to creating an active position of the speaker. Probably, these examples also show that the native language as a educational subject has no specifics, that in terms of forms of learning it can be identical to mathematics, physics, etc. This, in my opinion, is absurd and is defined as the costs of developing technologies. So, theoretically comprehending the concept of "speech," identifying the problem of language proficiency, highlighting the "pain points" in teaching the Russian language at school, proposing some technological techniques for productive work on the development of speech, I once again want to draw attention to the fact that we should see a chain of related concepts: language as an instrument of communication, speech as a system of mechanisms, principles of its use, and literature as a "cumulative product" of language use. If you look at these concepts "sociocentric," and not linguocentric, then the chain will be as follows: the life of society determines its communicative culture, that is, it forms speech, speech practice, which makes its demands on the language, the results of which are manifested in texts, in literature, reflecting the life of society and satisfying its various needs.

The dominant idea of the federal component of the state educational standard in the Russian language is the intensive speech and intellectual development of students at all levels of study. The

results of the Unified State Exam indicate that the development of new approaches in teaching the native language and a system course with a pronounced speech orientation are needed.

Recently, methods of purposeful formation of types of speech activity in the process of teaching the native language have been intensively introduced into practice. This was reflected in the modern program in the subject and in textbooks.

Thus, the following conclusions can be drawn:

- development and formation of universal educational actions supporting key competencies of students;

- systematic application of competently oriented tasks makes it possible to form and evaluate the level of universal educational actions that support the key competencies of students.

- In the course of training on a textbook for a general education school, a systematic approach to teaching the Russian language in modern conditions is implemented, the speech activity of students is improved, a system of linguistic knowledge and leading skills and skills is formed, initial preparation for the Unified State Exam is carried out.

So, the development of speech is one of the main tasks of Russian language lessons in high school. And speech is the most complex human activity, and creative activity, which includes the ability to observe, think, fantasize, as well as listen and hear, therefore it is necessary to teach children speech thinking, speech creativity.

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