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FORMATION OF ORAL SPEECH SKILLS IN RUSSIAN AS A FOREIGN LANGUAGE CLASSES

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Abstract: This article examines the theoretical and methodological foundations of developing students' oral speech in the process of teaching Russian as a foreign language. It analyzes the fact that lexical, grammatical, and phonetic knowledge alone does not ensure the full development of oral speech. Particular attention is paid to the role of communicative exercises, dialogic and monologic tasks, situational exercises, and independent speech activities in transforming acquired language knowledge into practical speech activity.

Keywords: Russian language, teaching Russian as a foreign language, oral speech, speech activity, communicative competence.

Introduction. A learner who begins studying Russian as a foreign language enters the educational process with a certain level of language experience and established communicative needs. During the learning process, however, the learner is expected to acquire the lexical, grammatical, phonetic, and communicative requirements specified in the curriculum, reach a certain level of oral expression in Russian, and demonstrate even higher results to the extent of their abilities. If the theoretical knowledge acquired during instruction serves only to "correct" the learner's oral speech in Russian, it is impossible to fully achieve the communicative outcomes intended in teaching Russian as a foreign language. For example, grammatical rules of Russian provide learners with knowledge of the correct use of word forms and sentence structures and, through systematic practice, help develop the skills necessary to use them, while the lexical units acquired provide the linguistic means required to express ideas.

It becomes evident that theoretical knowledge alone does not fully develop learners' oral speech either quantitatively or qualitatively; rather, it creates the foundation for the phonetic, lexical, and grammatical correctness of speech. In this context, the development of oral speech is understood in a relative sense, as the educational process is primarily characterized by eliminating errors, pronouncing words correctly, and using grammatical forms accurately. However, for a learner studying Russian as a foreign language, speech development is determined not only by speaking correctly, but also by mastering new words and expressions, using various syntactic structures, expressing ideas independently, understanding the interlocutor's speech, and maintaining communication.

Some sources interpret the process of enriching learners' oral speech with new lexical units, grammatical forms, and syntactic constructions as speech development. Certain methodological sources consider such an approach an important aspect of the formation of oral speech. However, an increase in the stock of linguistic units alone does not necessarily indicate an expansion of the

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learner's communicative abilities. In particular, some methodological studies by N. Korobova[1], L. Fedorenko[2], F. Urinova[3], and M. Lvov[4] regard activities aimed at presenting ideas coherently and cohesively, constructing dialogues, participating in question-and-answer exchanges, and substantiating one's own views as components of oral speech development. Finally, in studies based on communicative methodology and the theory of speech activity, the communicative aspect of oral speech—the ability to use linguistic means in accordance with a specific purpose and communicative situation—is also identified as one of the principal learning outcomes.

Adabiyotlar tahlili va metodologiya. Some sources interpret the process of enriching learners' oral speech with new lexical units, grammatical forms, and syntactic constructions as speech development. Certain methodological sources consider such an approach an important aspect of the formation of oral speech. However, an increase in the stock of linguistic units alone does not necessarily indicate an expansion of the learner's communicative abilities. In particular, some methodological studies by N.Korobova[1], L.Fedorenko[2], F.O'rinova[3], M.Lvov[4] regard activities aimed at presenting ideas coherently and cohesively, constructing dialogues, participating in question-and-answer exchanges, and substantiating one's own views as components of oral speech development. Finally, in studies based on communicative methodology and the theory of speech activity, the communicative aspect of oral speech—the ability to use linguistic means in accordance with a specific purpose and communicative situation—is also identified as one of the principal learning outcomes.

Muxokama va natija. At present, there is a widespread view in the practice of teaching Russian as a foreign language that all knowledge and skills acquired in the process of language learning contribute, to a certain extent, to the development of learners' oral speech. In other words, it is assumed that the outcomes achieved through the content of instruction, teaching methods, exercises, and communicative tasks both increase learners' linguistic knowledge and expand their opportunities for oral communication. From this perspective, however, it becomes difficult to identify specific changes in oral speech according to individual parameters and monitor them independently. This is because the concept of "oral speech development" is very broad and encompasses numerous indicators, including lexical richness, grammatical accuracy, pronunciation, fluency, coherence of ideas, dialogic activity, and communicative appropriateness.

Nevertheless, in teaching Russian as a foreign language, teachers can monitor learners' speech development, identify their achievements and shortcomings, and assess educational outcomes only when they define specific objectives aimed at developing oral speech within each lesson and topic. Therefore, oral speech development should be defined not merely as a general goal, but as a system of specific speech actions and measurable outcomes. Oral speech development can be understood as a process of purposeful pedagogical influence aimed at quantitatively and qualitatively transforming a learner's ability to communicate in Russian; that is, providing knowledge about the language,

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organizing a system of speech exercises, and developing the relevant skills through various communicative tasks. However, the expression "quantitatively and qualitatively transform the learner's oral speech" also remains somewhat general in meaning[5]. If the specific criteria of such changes are not identified, it becomes difficult to examine, determine, and assess learning outcomes. For greater precision, it is necessary to establish the learner's initial state of oral speech prior to the instructional intervention, as well as the amount of lexical, grammatical, and communicative material that the learner is expected to master during the educational process.

In methodological science, the question of precisely which means and stages contribute to the development of oral speech from one lesson to another is of particular importance, especially from the perspective of gradually introducing lexical and grammatical material into oral communication. In this regard, the views of proponents of the communicative approach, particularly E.I.Passov[6], A.N.Shchukin[7], V.G.Kostomarov[8], O.D.Mitrofanova[9] provide an important theoretical foundation. Their studies pay particular attention to linking language material with speech activity, involving learners in various communicative situations, and gradually developing dialogic and monologic speech. However, in practice, a gap may sometimes arise between language material and oral communication, whereby knowledge of grammatical rules or memorization of lexical units is regarded as a speech outcome. Under such conditions, the communicative goals and objectives of teaching Russian as a foreign language may not be implemented as effectively as expected. Most importantly, graduality, planning, continuity, and systematicity are not adequately ensured in the development of oral speech. If the prevailing assumption is that any exercise performed in the classroom automatically develops learners' oral speech, a legitimate question arises: what, then, should be understood by the development of learners' oral speech?

Today, one of the main objectives of teaching Russian as a foreign language is to develop learners' communicative competence. In particular, at the A1 level, learners are expected to introduce themselves in simple everyday communicative situations, provide basic information about themselves, their family, studies, and interests, ask and answer simple questions, and participate in short conversations on familiar topics. At subsequent levels, learners' lexical resources gradually expand, enabling them to express their ideas in greater detail and more coherently, maintain communication independently, describe events and situations, and express their own attitudes and opinions. Methodological literature indicates that the development of oral speech occurs through a series of qualitative changes. In our view, the phonetic and grammatical information studied in Russian language lessons primarily contributes to the accuracy of speech. New words, phraseological units, synonymous means, new grammatical forms, and syntactic constructions, in turn, enrich learners' speech potential. Dialogic tasks, situational exercises, and monologic presentations help transform

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these linguistic resources into active speech. Therefore, in developing oral speech, attention should be paid not only to accuracy and richness, but also to fluency, coherence, and communicative appropriateness.

A student learning Russian as a foreign language initially expresses thoughts using a limited vocabulary and simple grammatical structures. Naturally, phonetic, grammatical, and lexical errors occur in their speech. Over the course of the educational process, the student gradually masters the phonetic, lexical, and grammatical rules of the Russian language, which expands their ability to pronounce words correctly, use grammatical forms appropriately, and articulate thoughts in Russian. However, this process should not rely solely on acquiring language material; it must occur in continuous connection with using the language in oral communication. Throughout the learning process, in addition to acquiring new words and grammatical structures, students also learn to apply them in various communicative situations. For instance, at first, a student might use ready-made speech patterns such as "My name is...", "I live in...", or "I like...". Later, by modifying these patterns, they express new information, independently answer questions, ask questions to their interlocutor, and eventually begin to articulate their own thoughts without relying on prepared models. In this way, speech activity evolves from a simple reproductive act into an independent communicative activity.

It becomes evident that while theoretical knowledge serves to "fine-tune" the student's Russian speech—correcting it phonetically and grammatically—real-life communication scenarios, communicative tasks, dialogic and monologic exercises, role-playing games, and independent speech activity serve to enrich and activate their oral production. Achieving the desired quantitative and qualitative improvements in Russian language classes is possible precisely through the harmonious integration of these two directions. For example, phonetic and grammatical rules provide a conscious understanding of how to correctly pronounce words and word forms and how to construct grammatically correct sentences, while systematic exercises ensure the automation of the corresponding skills. New lexical units, in turn, expand the student's possibilities for expressing thoughts. However, without a system of speech exercises aimed at independent thought expression, dialogic communication, and fulfilling communicative tasks, lexical and grammatical knowledge alone cannot ensure the comprehensive development of oral speech. Therefore, in teaching Russian as a foreign language, the development of oral speech must be organized as an integral unity of mastering language material and applying it independently in real or simulated communication contexts.

If the use of previously learned words, grammatical forms, and speech patterns increases in a student's oral production in Russian while their errors decrease, this indicates that the knowledge and skills formed as a result of prior instruction have transferred into practical speech. The application of newly learned language units within the same lesson during dialogues, monologues, or communicative tasks represents the product of educational tactics. In this process, theoretical knowledge directly translates into oral speech activity. In teaching Russian as a foreign language, the processes of "speech → language" and "language → speech" are interconnected. Initially, the student absorbs language units through speech samples and subsequently applies them in independent communication. For this reason, merely knowing words and grammatical rules is not enough; being able to use them correctly and appropriately in a communicative situation is the primary indicator of oral speech proficiency.

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Working on phonetic, lexical, and grammatical errors in student speech ensures that acquired knowledge is transformed into correct spoken form. For example, learning new words, explaining grammatical structures, and practicing pronunciation create the theoretical foundation, whereas dialogues, question-and-answer sessions, role plays, and situational tasks bring this knowledge into active oral speech. Consequently, in teaching Russian as a foreign language, theoretical knowledge, practical exercises, and communicative activity must be intrinsically linked during the formation of oral speech skills. Only then, through the sequence of "language material → exercise → communicative situation → independent speech," can a student's oral speech skills develop consistently.

In conclusion, forming oral speech skills in Russian as a foreign language classes is based on linking theoretical knowledge with practical speech activity. Alongside knowing words and grammatical units, it is crucial that students can use them correctly, fluently, and appropriately according to the communicative situation in both dialogic and monologic speech. Therefore, a consistent synthesis of language material, practical exercises, and communicative tasks serves as the primary prerequisite for developing students' oral speech skills.

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