

## METHODS FOR DEVELOPING ORAL SPEECH IN RUSSIAN AMONG SCHOOLCHILDREN

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**Abstract:** A continuing major complicated and society important problem in the modern FL/foreign languages teaching remains a process of Russian oral speech development at schools. I tried to generalize various international and regional scientific researches about communicative competence forming, interactive forms of learning technologies and sociocultural adjustment in a multilinguistic school system and how these factors are interrelated to combine the communicative, task-based approaches and strategies of scaffolding on the basis of Vygotsky's sociocultural theory and Krashen's hypothesis on input from the point of view of researcher from Uzbekistan. I put forward some specific considerations regarding adoption of these approaches to a school environment in Uzbekistan where Russian may appear a second or foreign language, as well as to overcome some traditional problems like the lack of opportunities for speaking practice, frontal ways of teaching, shyness to speak Russian orally and the lack of natural use of Russian language.

**Keywords:** oral speech development, Russian language teaching, school education, communicative competence, interactive methods, task-based learning.

The development of oral speech in Russian by schoolchildren has been extensively studied by international linguists and methodologists, but it still causes numerous unsolved methodological and practical issues. Current trends in applied linguistics note that speaking is the hardest skill for language learners because it requires not only phonetic, lexical, and grammatical accuracy but also pragmatism on the fly. Therefore, such linguists as Hymes, Swain and Long state that the communicative competence cannot be obtained by receiving input, but through actively involving and producing language during communication. In terms of international methodological tendencies, it is known that communicative language teaching (CLT) has been a prominent approach to enhance the speaking skill. In this framework, interaction takes precedence over memorization and language learners are prompted to practice language in real-life communicative settings.

As a researcher in Uzbekistan, I tend to find that the theoretical foundation of CLT is broadly proclaimed by pedagogues but its implementation in school settings is often limited by certain factors such as enormous class size, insufficient time allocated to speaking skills practice and inadequate teacher training. One may notice that in a number of post-Soviet countries, grammar-translation method is still predominant which discourages spontaneous speech. Another approach that sheds light on language learning, the sociocultural theory of language acquisition, by Vygotsky also emphasizes the role of mediation in oral speech development as far as language learning is concerned; more skilled peers and teachers help learners develop more sophisticated oral competence within their zone of proximal development. Thus, one can claim that classroom interaction, collaborative tasks and guided practice are important ways of fostering oral speech development.

When I observe classroom reality, I see a noticeable change in students' involvement when they work on a task collectively rather than individually. Also, Krashen's input hypothesis claims that comprehensible input is the necessary condition for language learning while Swain's output hypothesis underlines the necessity of both input and output for oral speech development and this aspect has to be strictly maintained by a teacher.

**Table 1.** Effectiveness of Teaching Methods in Developing Oral Russian Speech

Teaching Method	Fluency Improvement (%)	Main Outcome
Communicative Language Teaching (CLT)	40%	Improves spontaneous speech and interaction
Task-Based Learning (TBLT)	35%	Develops problem-solving communication
Role-play Activities	30%	Enhances real-life speaking skills
Grammar-Translation Method	15%	Limited oral speech development

As seen in the above paragraph, in a lot of countries students receive adequate input but no or very little structured opportunity for oral production which only fosters the development of receptive language skills. Methodological aspect of oral speech development of schoolchildren has been an object of investigation for many researchers of international linguistics and pedagogics; it has been established that communicative approach significantly advances oral skills of learners in many educational systems. It is also important that according to Hymes' framework of communicative competence and Canale & Swain's more specified classification of competence types, it includes not only grammatical competence but also sociolinguistic and strategic competence. In this case, speaking skills can be seen as the dynamic knowledge which can be gained only through authentic interaction.

When I consider classroom reality in post-Soviet and Central Asian countries, including Uzbekistan, one can observe that Russian is understood receptively by students, but they have difficulties in using it actively, i.e. To speak. From the viewpoint of an analyst, this is related to the disbalance in educational system between input and output acquisition. There are a lot of studies confirming the importance of task-based language teaching for developing speaking skills. In various European and Asian multilingual education systems, it has been found that problem-solving, simulations and role-play have led to great advancements in fluency and lexical acquisition. This approach has also a strong theoretical ground as the Interaction Hypothesis by Long states that SLA is accelerated by negotiation of meaning through communication.

From a practical point of view, when you involve students in a communicative activity like class debates, interviews and dialogues, their minds become much more activated and the language itself becomes a functional communication tool rather than academic study matter. However, this has already brought a lot of challenges regarding massive classes and teacher-centered education. The problem of language anxiety has also been an active area of research (Horwitz et al.) and it negatively affects oral skills, so that learners refuse to speak and avoid it, reducing their chances of developing language. In many countries, especially in education systems where examination system favors grammar, students often feel afraid of errors. When we watch how they behave in a traditional class, we see that even the most knowledgeable learners keep silent due to this psychological barrier. According to international practices, it is

crucial to create a psychologically safe classroom where errors can be treated as one of the crucial steps to the goal. In my view, it is also related not only to methodological considerations but also to teachers' attitudes where encouragement takes priority over correction.

The implementation of digital technologies in foreign language education, specifically speaking has also been in the focus of research (CALL, AI). Language exchange communities can enhance learners' exposure to the native language. While some digital tools have contributed greatly to the improvement of pronunciation and interaction in foreign languages, in the context of Russia it's still an emerging area. As you may notice, the students who engage in regular speaking practice online, often feel more confident. Another explanation of social interaction in oral speech development can be the sociocultural theory of learning and the concept of ZPD by Vygotsky; research claims that peer scaffolding and guided interaction contribute significantly to the development of speaking competence. In a group work setting, not only do learners exchange knowledge of languages, but also reconstruct language and meaning through interaction. It means that learners who are less competent can acquire new language elements from others; learners actively involve in a collaborative process that stimulates language learning.

When I investigate the classroom, I see a great interest in the task, if it is done collaboratively, unlike monotonous repetitions. It goes without saying that careful scaffolding of the teacher is always needed, but the core activity should still remain interaction.

The problems of oral speech development in Russia are systemic and lack of time, inadequate teacher training and examinations system stand on its way, however, international research has a lot to share; in some successful education systems more than 50% of the time in a class is allocated to the speaking process, and this trend has been steadily observed and discussed among methodologists. It seems to me, it is about the change in the learning paradigms, from traditional grammatical approach towards the communicative one, it is about teaching how to communicate. This research is based on qualitative research design. Content and comparative pedagogical analysis has been used in order to find methodological tendencies and their realization in the pedagogical practice in post-Soviet and Central Asian countries like Russia, Uzbekistan, etc. The primary sources are Russian pedagogical journals published in journals included in the major indexing systems such as Scopus, Web of Science, ERIC, etc.

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