

SELECTING LEGAL AND STRATOLOGICAL TEXTS WHEN TEACHING MONOLOGICAL AND DIALOGICAL SPEECH

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Abstract:

This article substantiates the content and sequence of work on the types of monologue speech of students: the stages of work are outlined, the techniques and the system of exercises are substantiated.

The role of regional studies texts in the formation of monologue and dialogue speech is examined. The country text in this work is understood not traditionally, that is, not only as a text about the country of the language being studied, but also as a text about the country of students studying a non-native language, in this case about Uzbekistan.

Keywords: types of monologue speech, country information, dialogic speech, linguocultural studies, linguistic design, ethnocultural context, literary texts, original country texts, legal texts.

Introducing non-linguistic information into the language learning process - a country component of both the target and native languages - is necessary for implementing the functional-communicative principle of learning.

The requirement to introduce country studies information into the process of teaching monologue speech is also important from a didactic point of view. On the one hand, without country knowledge, it will be difficult and even impossible to communicate in Russian. On the other hand, learning objectives are significantly broader than simply forming communicative competence. Teaching communication cannot be the sole goal, because learning cannot exist without cognition, upbringing, and development. Therefore, the country studies material offered to students must, of course, contribute to raising their educational level and have educational value. Such material is the information offered to students about their culture, on the basis of which their linguistic representation in another language is understood.

Furthermore, in the learning process, the task of identifying a specific, formative need for language acquisition in teaching monologue speech - the history, culture, traditions of the people, and others - arises. Their use will contribute to the satisfaction of students' cognitive needs, which is one of the most important conditions for its assimilation.

These reasons justify the established idea in Russian language teaching methodology regarding the necessity of introducing country studies into the language learning process. We believe that in modern conditions, it is necessary to master the Russian language based on the values of our native culture.

Turning to the definition of the concept of "country studies," we note that it covers a fairly wide range of phenomena, acts as a whole set of knowledge not only about the country of the language being studied: history, geography, political structure, economy, everyday life, customs, but also to the same extent about the native culture compared with the Russian one. Obtaining such knowledge can occur through various channels. One of them is special classes in which students conduct a conversation about the country they are getting acquainted with in their native language.

Another path, defined as "linguocultural studies," is possible, where the key to understanding the culture of a particular nation lies in the very process of mastering language.

In our view, a third way is also possible, where a comparative analysis of the languages being studied is accompanied by a comparison of cultures - the language being studied and the native language of the students. Linguistic units with a national-cultural component (non-equivalent and background words) are a specific material serving as the object of linguocultural work, because when familiarizing oneself with these words, not only the plan of expression but also the plan of content is mastered, and an idea of new objects and phenomena is created.

The two levels identified in the structure of linguistic units - the lexical concept and the background - prove to be very important in terms of assimilating national semantics. The background, which, on the one hand, records the historical layers of country information, and on the other hand, reflects the ethnocultural context of the modern era and changes in it, is especially significant. Thanks to this, in the process of familiarization with vocabulary, there is simultaneous accumulation of information about the country, comprehension of the processes of foreign reality, features of public consciousness and culture of native speakers, as well as their comparison with the life and realities of native culture, on the material of which the Russian language is assimilated more easily and reliably.

Educational material also serves as literary texts that not only carry certain information but also influence readers' feelings, tastes, emotions, and figurative memory.

As an object of linguistic and regional studies work, the use of literary texts in a comparative aspect plays a dual role:

- 1) the object of study as a fact of national culture;
- 2) a source of information about national culture, encompassing its diverse manifestations (peculiarities of social life, everyday life, customs of the people, etc.)

These texts are capable of satisfying the communicative, cognitive, and aesthetic needs of schoolchildren, ensuring interest in learning Russian, and supporting motives - incentives for

improving speech activity. Thus, prerequisites are created for the formation of students' communicative skills in various spheres of communication in a non-native language.

Thus, for successful learning, texts about both native culture and the culture of the language being studied, both specially created for reading and teaching the language being studied, can serve. First and foremost, they are distinguished by engaging and interesting plots, lively and engaging nature, and a clearly expressed moral problem. The texts are simple and accessible in content, so non-Russian students will understand what they read without much difficulty.

Based on the material of literary texts, students can be taught certain types of speech statements (description, narration, reasoning).

Forming the ability to understand what is read in a non-native language, perceiving it by ear or reading independently, requires long work, as such understanding depends on both the level of language proficiency and the extralinguistic difficulties contained in the text, as well as the students' life experience.

Using texts as a means of speech development involves a somewhat greater focus on their semantic aspect. Examples of such an approach are quite diverse. In some cases, texts are assigned the role of informational material, the purpose of their inclusion in the educational process is to awaken the need to think in students, to give an attitude for creating a speech situation. The tasks offered to students are diverse (to retell the text, to create a dialogue based on the received message, to tell about events from one's own life similar to the described one), but direct work with the text is excluded. In other cases, students refer to the material of the texts, speech development occurs by answering the questions posed to the tests.

In the process of teaching speech types (description, narration, reasoning) based on materials from regional studies texts, better results are achieved. We attribute this to the fact that the work is carried out with involuntary attention: students speak about their people, master in a comparative aspect the totality of social, national-cultural rules, assessments, and values of the Russian and Uzbek peoples, without knowledge of which it is impossible to fully master speech types and, ultimately, speech communication in the language being studied. At the same time, original country studies texts have an advantage over specially written educational texts, as they show a stronger emotional impact on students, influence the formation of their personality, that is, allow for the implementation of the didactic requirement of unity of education and upbringing.

Thus, the texts used and the exercises for them provide students with an opportunity to better understand the text, create a basis for a higher level of its comprehension. The proposed task is aimed at developing students' thinking and improving their speech activity. When performing such tasks, students cannot be limited to simply reproducing what they have read; they are required to be able to generalize the information received, identify the main idea in the text, formulate and express their opinion about the text.

The introduction of tasks of such a plan contributes to its formation, contributing to the implementation of the main goal - the inclusion of students in the communication process. Moreover, tasks are important precisely because the development of speech during their execution occurs naturally: students are placed in conditions that create a need for linguistic means, and therefore, the assimilation and consolidation of new words proceeds more actively than when simply memorizing or word-for-word reproducing the read material.

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