



FEATURES OF THE COMMUNICATIVE APPROACH TO WORKING WITH TEXT IN THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE IN UZBEK GROUPS

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ABSTRACT

The article examines the issues of a communicative approach to working with text in the lessons of Russian as a foreign language. The basis of this method is described in the work of A.A. Akishina and O.E. Kogan “Learning to teach”. Russian is a foreign language teaching methodology, i.e. techniques that help to teach the Russian language more successfully and effectively. The book, in particular, examines the variety of methods for working with a foreign language text: strengths and weaknesses, common problems that concern teachers throughout the history of teaching. The modern understanding of how to teach is outlined, the psychological foundations of the assimilation of the Russian text by students are described, how the teacher can influence the audience, which exercises are best used in each case and what the teacher can expect. Specific recommendations on how to avoid shortcomings in the work on grammar, vocabulary and phonetics, what methods of work can be used for the successful development of educational and authentic texts, techniques for developing students' skills of creation, listening, reading, writing. For a novice teacher, to realize their role in the learning process, to understand the psychology of students, to organize the learning process, to choose effective types of work is the main task in teaching. The task of the book is to help everyone who enters the audience as a teacher to realize their pedagogical activity and improve it

KEYWORDS

Russian language, text, communicative learning, monologue, speech samples, educational text, authentic text.

INTRODUCTION

Problems of foreign language teaching methodology.

Features of the communicative method.

A. A. Akishina and O. E. Kogan in their book “Learning to Teach” call the method of communicative teaching



a foreign language a whole philosophy of learning, which demonstrates a fundamentally different approach to a foreign language. According to this approach, language is understood as a means of communication, depending on both the speaker and the listener.

For a long time in the practice of teaching a foreign language, in particular Russian, a translation-grammatical method has been adopted, and even now a translation-grammatical method is used, in which there is no distinction between the concepts of “language” and “speech”, the principle of translation prevails in the lessons, and the language appears as a set of vocabulary and grammatical structures. Priority is given to reading and performing grammar exercises. Words are learned mechanically.

Russian translation-grammatical method has led to the fact that in many textbooks texts in Russian are sometimes unknowable, as they are selected to reveal grammatical phenomena, but not for teaching speech behavior in the Russian language culture. Also, quite often there are narrowly oriented texts – they describe a Russian city unknown to students or some historical event that most students are not interested in.

It often happens that texts in textbooks, especially newspaper ones, are outdated or overloaded with specialized knowledge. All this together makes the text uninteresting, and reading turns into torment. The main role in the lesson within the framework of the translation-grammatical method belongs to the teacher, who defines the goals and objectives of the learning strategy, strictly controls the skills acquired by students. The desires, abilities, and personality traits of the student are not taken into account. As the scientific paradigm in linguistics changed, going through the stages of understanding language as a system,

structure, function, communication, etc., the methods of teaching a foreign language also changed.

The text, its purpose and objectives in the framework of communicative learning

The most important role in teaching students a foreign language belongs to the text. In this article, the text is understood within the framework of the communicative method as a product, the final result of speech activity, as a verbal work that implements the goal.

This understanding of the text significantly pushes its boundaries. It can also be one phrase: “Hello!” (greeting in formal relations between people), “Entrance” (inscription on the doors), “Welcome to the participants of the conference!” (a slogan at the university), “Great guys!” (a man greeting unfamiliar men in order to establish informal trusting relationships).

It can also be a dialog unity, for example, a conversation between colleagues who exchange replicas to maintain contact.:

- How are you Lena?
- Thank you, Oleg Ivanovich, everything is fine!

This, of course, can be an article, a report, a lecture, a novel. In this case, the text appears as an integral structure of microtexts interconnected by various kinds of grammatical, logical, stylistic, etc

It is important to remember that simple memorization and repetition of the text by students does not lead to communication, therefore, an indispensable condition in the communicative method of teaching a foreign language should be the realization of the goal set by the speaker: “What, to whom and why am I talking.” Only under this condition is communication carried out, i.e. communication takes place.



According to the form, all texts are divided into written (report, story) and oral (dialogues, colloques, monologues addressed to the listener). It must be remembered that an oral text understood within the framework of a communicative teaching method is not only words and phrases, but also the whole situation as a whole.

A prerequisite for learning is knowing what is being said, who is being told, when, where, and for what purpose. In other words, it is necessary to teach not language constructions, but also human behavior in the culture of the studied language, gestures, facial expressions, intonation, distance, etc.

For example, to act out dialogues in the speech genre of greeting:

Meeting at the conference:

- Allow me to introduce myself. My name is Nikolaev Sergey Andreevich

By profession I am a philologist, a teacher

- I am very pleased to meet Anvarova Nargiza Karimovna, Senior

Researcher. I am engaged in microbiology

Meeting old friends after a long separation:

- Who do I see! Nodir! Don't you recognize me?

- Oh! Of course! Anwar? What a meeting!

The student was late for the lecture:

- Can I come in? Sorry I'm late.

- Hello, Karimova. Come in. Better late than never.

From the above examples, it is clear that the speech situation is also an element of the text. By setting situations, the teacher achieves active assimilation of language material through speech training.

Monologue oral texts (story, report, speech, reportage) are closer to the texts of written speech, as they exist in standard forms. But these forms are also determined by the purpose, type, type and genre of the text. And they certainly have an addressee — a listener. Therefore, when teaching this type of texts, the student should be taught to understand the peculiarities of the genre. Skillfully use these features, show them in a monologue. At the same time, the same installation is required, to whom and why the student tells.

So the story about yourself when meeting in a domestic situation is built according to a logical scheme: My name is... I'm a student... My family...

A story about myself in different types of interviews: I was born... My parents... My childhood... Then...

Already at the initial stage of training, especially if the language is not studied in Russia, it is necessary to teach students to communicate in Russian for this purpose, a role-playing game “TV Show with a celebrity” is introduced. One student from a group or several people is selected. They are guests of a television show, and the “audience” asks them questions about family, studies, work, hobbies, hobbies, free time.

Conditions for learning speech activity

An important condition for teaching speech in the communicative method is a set of speech samples, clichés, which it is advisable to give from the very first lessons. Continuing to develop the topic “A story about yourself”, at an advanced stage we come to a monologue or an interview about choosing a profession. A similar story, either a dialogue or a colloque, can be constructed using the following clichés



Questionnaire items	Questions	Answers
Choosing a specialty	Why did you become a chemist? What brought you to chemistry?	This is my calling I've been dreaming about this since childhood So it happened Purely by accident
Your attitude to the specialty	Do you love your profession? How do you feel about your specialty?	Work is work I treat her with love Indifferent (indifferent)
Your hobbies favorite activity	What do you like about your specialty? What are you interested in?	The fact that it requires a creative attitude to itself Drawing
	What do you like to do after work? What is your favorite activity?	I like to draw Painting
Your attitude to sports, theater, cinema	Do you play sports? Do you like sports? Are you fond of sports? Are you a theater connoisseur? Do you often visit the theater?	I don't do it myself, but I'm sick Yes, I'm a volleyball player. Yes, I prefer movies. Yes, I'm a theater girl,
Your attitude towards people	What do you value in people? What do you like about people?	Honesty and diligence
Organization of recreation	How do you rest? Where do you usually rest?	I do sports Outside the city

Based on these clichés, Uzbek students of levels B1, B2 created interviews that contained no formal answers



to questions, but also reflections about themselves, the future, life in general, individual traits of students' characters were revealed.

Speech patterns help students solve communication problems. They are an aid in communication situations, therefore they are a necessary condition for working with the text within the framework of the communicative method.

Thus, teaching students the text, reading, writing, speaking, it is necessary to introduce them to the genre of the text, while paying attention to the semantic parts. When teaching writing, it is necessary to pay attention to clichés, which facilitates the assimilation of writing in its various genres.

Grammar exercises should not be avoided either, since they instill the skills of competent use of the language, but grammar should not be the purpose of the lesson and should not be given in isolation from the speech situation. It is useful to work out this or that grammatical rule in dialogues, as, for example, it is done in the textbook of Bulgakova L. I., Zakharenko I. V., Krasnykh V. V. "My friend's cases". Russian Russian prepositional system correction and consolidation of knowledge in the manual are carried out with the help of language units that are constantly reproduced in the speech of native speakers of the Russian language in the conditions of natural communication. Such a textbook construction gives the teacher the opportunity to selectively use materials depending on the needs of students and their level of proficiency in Russian.

In addition to specially submitted grammar tasks, visual aids, photographs of people, animals, things, events, paintings by artists, posters, pictures based on which stories are compiled should certainly be used in the lessons.

An important role in the lessons belongs to the game. Since the game makes it possible not only to bring the situation closer to the most natural conditions, but also liberates students, makes lessons interesting, diverse, and knowledge is absorbed by students much better. So, at the initial stage, from the very first lesson, the game "Language Lotto" should be introduced in order to develop the linguistic guess of the students and fix the studied words in memory. The cards contain four-letter words like mom, dad, brother, table, chair, cake, egg, etc. The letters are written in any order. Students must guess the word. When adjectives are introduced, you can play the game "Trickle", when students stand in two rows, half of the cards have adjectives like "beautiful, good, bad, old, new, interesting" written on the cards, the other half of the students have cards with nouns, for example, "house, book, girl, bike, friends, streets". The students' task is to create a pair by matching the noun and adjective in gender and number. When the pairs are found, everyone reads aloud the resulting phrases.

Communication in lessons based on the communicative method is conducted in the language being studied, the introduction of the native language is limited. At the same time, the teacher should create comfortable conditions for students' communication, and not constantly correct mistakes.

As follows from all of the above, the lesson is structured so that the emphasis is not on vocabulary and individual phrases, but on the whole situation as a whole.

The main unit of learning in this case is a speech act (greeting, request, regret, question, disagreement, etc.). Therefore, country studies, cultural concepts, authentic texts, and not artificially constructed from grammatical formulas, are very useful.



Features of the selection of texts for work in the lessons of Russian as a foreign language

Currently, textbooks have appeared in Uzbekistan, textbooks based on both newspaper texts and works of modern Russian literature (short stories, short stories), and manuals saturated with texts of a thematic nature (law and jurisprudence, history, texts of business management and business content, etc.) It is necessary for the teacher to select texts depending on whether what we teach students. If oral communication is being taught, then students should be introduced to samples of monologues, dialogues and colloques of oral speech. If written communication, then samples of written speech are needed.

What kind of samples are these if, as written above, authentic texts are not always suitable for teaching? These are so-called educational texts.

It is impossible to avoid educational texts; they are necessary in order to show how a particular word or phrase is used in a situation. An indispensable condition for such texts should be correlation with the genre, plot, composition, humor, and consideration of readers' interests. Especially at the initial stage of training. Educational texts are texts of cliché speech samples. Along with educational texts, you need to enter real, authentic ones.

Working with the educational text

An example of working with an educational text in a lesson can be such a scheme:

A lesson on the topic "Human appearance". The initial stage of training. Before presenting the text, students are asked to listen and tell about who the narrator met.

"Yesterday I was visiting my friend. She introduced me to her younger sister. Her name is Nigora, she is 14 years old. She is 5 years younger than her sister. Nigora

is very similar to her. She is short, slender and beautiful. She has black hair, big brown eyes, dark eyebrows and a pleasant smile. Yesterday, Nigora was in a light dress that suits her very well. My sister says that she always dresses modestly, but with taste. Nigora, like her sister, is a cheerful and sociable girl and we had a very good evening. I really liked my friend's sister and I'm glad I met her"

After answering the question, new questions are asked: describe what kind of girl, what kind of character does she have, did the narrator like her? So it is established that the students understood. The text is read again, the stages of the composition are marked: acquaintance with a person, a description of his appearance, a description of his character, his own opinion about this person, an assessment of his own feelings from acquaintance.

Next, the lexical and grammatical means presented in this text are analyzed. Speech patterns are noted, which, along with grammatical constructions, are expressions necessary for communication about a person's appearance, character, and clothing. Based on this text, students in pairs have conversations asking each other questions about the nature of the appearance and behavior of a particular person — a friend, relative, neighbor, celebrity.

Subject "Appearance and character" is very interesting for students. Therefore, it is advisable to accompany the teaching of monologue and dialogue on this topic by visual means. For example, each student or a couple of students, if the group is large, are given photos of people. These are images of people, works of art (it is good to give reproductions of portraits of women and men, genre scenes painted by Russian artists), these can be both group photos and pictures depicting one person. Let them be people of different races, nationalities, professions. It is good if people are busy



with some kind of business in the photo or reproduction. Having a sample text already in front of them, working on it in pairs, the necessary lexical and grammatical formulas and speech clichés, students make up a description and tell the rest of the group who is depicted in their picture. The group asks questions. A dialogue is being built, in which the whole group participates.

The game “Make a wish for a person” is also good. When the presenter makes a guess of someone present, and the rest should guess who it is with the help of questions. The questions should be written in such a way that the presenter could only answer “yes” or “no” Such a game can be carried

out already at the first lessons of the Russian language. The theme is fixed by an essay about a friend. The essay can be constructed both in the form of a dialogue and in the form of a monologue story.

Modeling of speech situations

Speech situations are based on objective reality (for example: ask a neighbor for a pen, because you forgot yours at home, but the neighbor does not have an extra pen. Contact a third party with the same request), and an imaginary one (for example: What would you say to a friend who wants to emigrate, and you can't imagine life without a homeland: climate, landscape. A friend assures that there is always a connection with the motherland, even if you are away from it. The main thing is what kind of people are around us .. But even if the situation is caused by imaginary circumstances, the speech stimulus will always be natural. Students feel this perfectly well and willingly discuss the topics “what would happen if you ...”.

Another resource of speech situations that can be used is the daily educational life of the group, when it is necessary to decide which educational materials and

technical means to use in lessons, when situations arise of the absence of a student, tardiness, a variety of relationships between students. In such cases, you should not switch to your native language, because everyday communication also helps to develop foreign language speech, helps to master some rules of etiquette adopted in the country of the language being studied (for example: in Uzbekistan, a student can say “You can go out” so that he needs to go to the toilet. And here it will be especially appropriate to inform that in Russian culture, asking for permission to leave without telling where you are going is identical with Uzbek culture).

Of course, in order for the material to be well absorbed by students, it is necessary to use educational speech situations (for example: at an advanced stage of training after passing the topic “Family”, where students learned various forms of names and names of close relatives, such as “daddy” “son” “daughter” and so on, students are invited to play a polylogue when the family discusses plans for the weekend. At the same time, the father wants to spend time in the forest in the fresh air, the mother wants to go to her grandmother's dacha, the son wants to stay at home to play computer games and the daughter wants to invite her friend to visit, and hopes that everyone will leave .

In order to build a lesson successfully, the teacher needs to know what the level of language proficiency of students at a particular stage of training is. In accordance with this, the teacher chooses the form of the lesson, selects the material and forms assignments.

For example, when working with the topic “Weather” at the middle stage of training, before giving a dialogue-cliche, it is better to discuss who likes and dislikes what weather. Who does what in what weather, how best to dress if you are going to Brazil,



the North Pole, etc. This is how the teacher forms students' interest in the subsequent text. Then a question is asked, to which, after reading, students must find the answer. The teacher reads an educational dialogue about the weather or several authentic texts- weather reports, asks what the students have understood. There is a discussion, lexical and grammatical difficulties are removed, it turns out that the students understood. Questions such as “what is said about...”, “what is the weather in...”, “find the words where it says ...” are asked, students read the dialogue in pairs, after which they consider the logical and genre construction of the dialogue or weather forecasts. The teacher asks you to title the text so that it would be interesting to travelers, pilots, and schoolchildren. Finally, students are encouraged to create a dialogue based on a text model. That's what happens in such cases:

What will the weather be like tomorrow?

- hello!

- hello! How are you?

- I feel bad because the weather is very cold today, and in the morning I put on light clothes.

- Oh, it's a pity, but I listened to the weather report on the radio, so I dressed well today.

- Do you know what the weather is tomorrow?

- Of course I know. Tomorrow it will be warm, even hot. Probably twenty-five, twenty-seven degrees. Tomorrow the sun will shine strongly, so you need to anoint the sun cream

- Okay, thanks.

- What are you going to do?

- I want to go home, but I need to buy sunscreen. And you?

- I don't have any cream either. Let's go together.

- Good

The above dialogue between students shows that they have learned speech models, they are guided by the situation, complement the standard cliché with their own options. The teacher can then pay attention to the word order in some phrases, advise replacing the verb “anoint” with “apply”, explaining the difference in the stylistics and semantics of verbs. However, speech communication has already taken place and is quite successful. We have a live conversation in Russian.

Country studies texts in the lessons of Russian as a foreign language

Working with country-specific texts is very important. Especially if a foreign language, in particular Russian, is not studied in Russia. Students can learn about the culture of behavior of native speakers, about the daily life of Russians, from such texts — educational and authentic Genres of texts are different, as are the types of work with them. These can be questionnaires or discussions of the type “Like them and like us”, exploring etiquette norms, gestures, customs and traditions of the Russian people, political life, worldview, life of modern Russians, etc. These may be texts about Russia in the Uzbek language of students, which must be translated into Russian by answering some questions to these texts, these may be educational dialogues, excerpts from tourist guides, but the main thing that should be present in all text assignments on country studies is an incentive to compare their own and the studied culture in order to see the difference and find common features. Thus, the foreign language culture ceases to seem to the student as something distant, alien, and at the same time he evaluates his native cultural space.

So, one of the tasks on the topic “My homeland” at the lesson there was a collective compilation of an



advertising tourist prospectus about Uzbekistan. It was necessary to write as attractive an image of the country as possible: to tell about the peculiarities of the Uzbek national character, about Uzbek cuisine, about what can be brought from Uzbekistan. Before writing their own prospectus about Uzbekistan, the students drew up a reference plan consisting of questions: How can Uzbekistan be characterized? What is the culture and etiquette of Uzbeks? Do Uzbeks love family? How do they treat foreigners? Is the cuisine of Uzbekistan original? Where in Uzbekistan can I eat, have a snack? What do Uzbeks usually eat for lunch? Is it customary to tip in Uzbekistan? What can I bring from Uzbekistan? How much does it cost approximately? Where can I buy it? How do markets and shops work? Each student made up his own version of the prospectus at home, and at the next lesson they read their own versions and made up one common one.

CONCLUSION

Recommendations to the teacher on working with the text in the lesson

Communication in language is always connected with the types of human activity: life, law, politics, science, art, business. Depending on the situation a person finds himself in, he solves various communicative tasks. Knowledge of the specifics of each speech genre allows the speaker or writer to choose the speech variant that is most appropriate and appropriate for a specific communication situation.

In order for a student to be able to communicate in the language being studied, it is necessary to teach him not only lexical and grammatical constructions, but also the entire speech situation as a whole, that is, verbal text, facial expressions, gestures, social behavior. The most successful such training is conducted within the framework of the communicative method of teaching a foreign language.

At the same time, the text is understood as a finished work that has a clear goal, orientation to the listener. The main task in teaching speech activity of students is to teach communication in a foreign language.

The text is understood both as a written work and as an oral one, built according to the laws of a particular genre, having a composition, plot, logical interrelation of microtexts, stylistic features, and a social component. In order to successfully teach all this comprehensively, it is necessary to properly build work with text in the classroom:

Firstly, it is necessary to take into account the level of knowledge and intellectual abilities of students, their interests and learning goals. The lesson should be taught in the language being studied, the introduction of the native language or intermediary language should be limited.

Secondly, to accompany the text with pre-text, text, post-text tasks, not to rush to parse vocabulary and grammar, but first to test understanding, to develop students' linguistic guesswork by asking questions that encourage them to think about the text.

Thirdly, to present written texts through reading, and conversational texts both through reading and listening, that is, to teach to perceive texts by ear. In the process of working on the text, it is necessary to use visual aids, role-playing games, creative tasks. Working on the genre of the text, it is necessary to draw students' attention to its typical structure, to linguistic, compositional, logical, stylistic connections in the text, speech patterns. Work on the text should be carried out both individually and in pairs, groups, so that students feel confident in different communication situations.

Fourth, the texts that are being worked on in the classroom should be accessible, understandable to students, contain not a lot of unfamiliar vocabulary,



should be of regional and cognitive interest. To do this, the teacher uses both educational and authentic texts. It is also better to submit grammatical material in dialogues that are as close as possible to the situation of real communication.

Fifth, the teacher forms his own text base, which should contain incentives for conversations, discussions, dialogues, colloques, monologues composed in different speech genres and styles of language.

Being the organizing principle in the lesson, the teacher should not take all responsibility on himself. It is necessary to give students freedom in expression, not to constantly correct mistakes, but to welcome reflections, guesses, options, any students going beyond the cliché. Any opinion of students about a particular problem raised in the text should be welcomed. It is important to bring learning closer to the natural conditions of communication. The role of the teacher is to create comfortable conditions for students to communicate, to get students to talk, to remove their shyness before the difficulties of the language being studied. The main thing is that the work in the classroom brings both the teacher and the students, pleasure and joy of learning.

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