

A Communicative Approach to Learning Based on Modern Technology in Teaching the Russian Language in Non-Philological Universities

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Abstract

The article is devoted to the essence of the communicative-activity approach and the algorithm for the transition to a competency-based approach in teaching Russian as a foreign language. The implementation of a communicative approach to teaching Russian in pairs based on modern technologies naturally correlates with the problem of forming a student of a non-linguistic university as a linguistic personality who owns all types of speech activity, ensuring the formation of skills and abilities in listening, reading, speaking, which are able to solve various problems in generalization process.

Keywords: communicative approach, communicative competence, learning, text, linguistic text, listening, reading, speaking.

In the practice of working in educational institutions, the urgent problem of the day is the education of a socially active person who is able to take responsibility for independently made decisions. For graduates of secondary and higher educational institutions, the requirements of readiness for orientation in a life saturated with information flows, for continuous self-learning have become mandatory. In connection with the introduction of a new form of state teaching policy in your educational institutions, there is a need for a communicative orientation in teaching the course of Russian as a foreign language (hereinafter referred to as RFL), more attention to the analysis of texts of various styles and types of speech, the targeted development of monologue and dialogic speech of students, the formation of the ability to reason in proposed topic.

In the framework developed by K.D. Ushinsky of the system of initial teaching of the language lies, first of all, the mental and moral development of the student. Learning to think, speak and write independently, the student comprehends an infinite number of concepts, views on objects, a multitude of thoughts, feelings, artistic images, logic and philosophy of language. But what kind of views, thoughts and feelings can we talk about if the language for our student, for whom Russian is not a native language, will be just a concentrate of dry rules and schemes? And it's not just about programs, textbooks or manuals. It's about the approach to learning. It is necessary that, going into the classroom, the teacher should ask himself not only what, but also how to teach, why teach.

In this regard, the use and improvement of the methods of the educational process and educational technologies is of particular importance. The use of a communicative approach to the study of RFL based on modern technologies is the norm of today. This is especially true for the sphere of studying the Russian language for those who are not native speakers of this

language, where interaction with the teacher in the classroom cannot be effective without students independently mastering the necessary vocabulary, mastering the norms of the Russian literary language, as well as the ability to use language units in speech practice. The main feature of the modern RFL lesson is the co-creation of the teacher and the student in cognition, in understanding linguistic phenomena. Live speech should always be heard in the lessons. Not the wording of the rules and exceptions to them, but the artistic texts and statements of the guys themselves. Without language, literature cannot exist, and without literary texts, language remains in the minds of students as a dead collection of words, forms, structures, and rules for their use. The task of the teacher is to find such language units in a work of art, after analyzing which, students will receive the key to unraveling the subtext, understanding the ideological and figurative content. Thus, in the process of studying a non-native language at the university, a student must master the stable skills of adequate perception and understanding of someone else's speech, as well as the ability to generate their own speech statement, which has certain communicative properties, and then the use of listening as one of the modern methods of teaching RFL will be relevant. for students of non-linguistic universities, for whom this language is not native.

Listening skills can become stable if the student improves them independently during extracurricular time. This can be facilitated by means of information and communication technologies that allow you to hear the speech of native speakers of the Russian language, see educational information through a computer, provide immediate feedback between the student and the learning tool, as well as organize learning activities at an individual pace and control the results of assimilation.

Listening problems are widely covered in the scientific and methodological literature. Psychologists, linguists and methodologists recognize this method as the most difficult type of speech activity, therefore, the work on the formation of the ability to perceive speech by ear requires painstaking efforts. In this regard, attention is drawn to the approach of foreign psychologists and methodologists to the study of this modern method, which is based on a comparison of the listening comprehension mechanisms of native speakers and learners of a new language. A child immediately becomes a listener, only after being born, but after months he begins to speak, and he will learn to read and write only after a few years. This means that auditory skills are primary and underlie the formation of all other speech skills and abilities.

This leads to the fact that both the process of special listening training, acquired during training and improved independently, and the need to know one's natural abilities for self-learning to understand foreign speech by ear are important for a student of the Russian language. The basis of auditory information is formed by parallel psychological processes - perception at the level of a word, sentence, dialogue, and understanding, the result of the semantic processing of audio information, generates the student's communicative intention, the logic of thought. Psycholinguistics note that background information has a significant impact on the ability of memory to retain coherent texts, so associative links arise already at the stage of acquaintance with the title of the text.

Thus, when studying the Russian language from a formal grammatical standpoint, the student is actually cut off from spiritual life. He can decline a noun without hesitation, perform, without hesitation, an exercise with missing spellings, but remains deaf to the beauty, harmony, living soul of the word. Whereas the very nature of the Russian language, its connection with objects, things, as well as with the world of concepts, thoughts and feelings of a person, requires a thoughtful, meaningful approach to its study, and then listening together with speaking helps.

Even in pairs of speech development, teachers often focus on the grammatically and phonetically correct formulation of speech without taking into account the motives and goals of the speaker. However, language, unlike any artificial communicative system of signs, acts not only as a means of communication between people, but also in other rather diverse functions. At the same time, language is not only a means of expressing thought, but also a material, an instrument for

its formation. And teaching a language means developing the spiritual abilities of students together.

Further, if we consider reading as a combining method of listening, then it is formed at the stage of perception of graphic images, and with the help of pronunciation, auditory-motor images of words are recreated. Here the key unit of the language is the text, as it helps to reveal the internal connections between the units of different language levels. The work on text analysis is supposed to be a kind of research activity of students, aimed at identifying the functional capabilities of the language, the patterns of using language units in the construction of speech. An important issue is the criteria for selecting texts for exposition and linguistic analysis. Students need to offer texts of different styles. It is especially important to work with diverse and simple texts: they serve for students for whom the Russian language is not a native example of how, when analyzing works of literature (art, music, painting), one can express thoughts and feelings, show oneself as a person endowed with the gift of only to see, understand, feel, but also with the help of the word to express this perception in its own way.

Text analysis is the main basis for the formation of students' skills to create their own statement in oral or written form, as well as for training the ability to carry out all types of speech activities. Considering that each text belongs to one or another functional style, it should also be considered as the basis for the study of stylistics, acquaintance with its most significant rules and laws.

Thus, the text is the basis for creating a developing speech environment with high potential. It identifies and examines the patterns of the Russian language, implements one of the basic principles of mastering Russian speech - the principle of assessing the expressiveness of speech, which ensures not only the assimilation of the semantic content of language units, but also an understanding of their expressive (stylistic) function. Based on the analysis and study of the text, speaking develops, which is built up adequately to the communication process, while the priority role is given to improving the skills and abilities of oral speech. When reading aloud, students improve their hearing and pronunciation skills, gain experience in perceived sound images in a stream of coherent speech, the relationship of concepts, reading fluency. In order to make the process of listening to students of the Russian language successful, it is necessary to develop a system of training exercises aimed at maximizing the activation of natural mechanisms.

Such conditions make it possible to vary approaches to listening, to individualize this process. This can be facilitated by modern teaching aids, one of which is the universal multimedia interactive complex "Linguistic Trainer En101", designed to form and improve students' foreign language speech skills. The basis of training with this complex is the principle of differentiated and integrated learning, the principle of communicative orientation, the principle of visibility, etc.

At present, the activity-system approach in teaching the Russian language and the unity of the processes of improving the speech activity of students and the formation of a system of linguistic knowledge, skills and abilities based on the text-centric principle in teaching are implemented in the programs of M.M. Razumovskaya, S.I. Lvova and V.V. Lvova, T.M. Voiteleva and others.

As the linguistic content of learning, subject-semantic and lexical-grammatical content is presented, the logic of which allows diversifying methodological techniques that ensure the formation of skills and abilities in listening, reading, speaking. The most voluminous component of the language simulator is a dictionary that helps to perceive authentic speech. Regardless of how well the student has mastered the grammar and phonetic side of speech, the student is successfully preparing for communication. Thus, the implementation of a communicative approach to teaching in the lessons of RFL naturally correlates with the problem of forming a student as a linguistic personality, who owns all types of speech activity, is able to solve various problems in the process of generalization. And also in the process of studying the Russian language, a student of non-language universities not only comprehends the way of expressing thoughts, but also perceives the language as a source of information about the national culture of

the people, since the language is a sign of the nation, expresses the national culture of the people who speak it.

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