

METHODS OF SELECTING TEXTS WHEN TEACHING THE RUSSIAN LANGUAGE

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Abstract: this article reveals the main methods of selecting literary texts for linguodidactic purposes. It is proved that in the formation of sociolinguistic competence, the literary text material of national importance contributes to the deepening of motivation for learning the Russian language and its constructions, and is considered not only as a unit of instruction, but also as the main way of organizing educational material in the classroom. The reliance on the use of motivational possibilities of texts ensures the development of mainly communicatively valuable and personally significant types of work on texts for the trainees, which positively affect the improvement of independent work skills, and most importantly, the education and deepening of a sense of love for the Motherland, the native land.

Keywords: literary text, local history, principle, morality, motivation, communicative competence.

One of the leading priorities of the National Model of Personnel Training is a personality that is being formed in fundamentally new economic and political conditions. Ensuring the implementation of this priority is based on a comprehensive account of the world experience, the living conditions of our people, their traditions, customs and habits, lifestyle.

The principle of national orientation of education, formulated in the National Training Program, defines this attitude even more clearly. Namely, the national orientation of education lies in its organic unity with national history, folk traditions and customs, preservation and enrichment of the culture of the peoples of Uzbekistan, recognition of education as the most important instrument of national development, respect for the history and culture of other peoples [4, p.15].

The selection of literary texts of national importance, which are considered not only as a unit of study, but also as the main way of organizing educational material in the classroom, contributes to the deepening of motivation for learning the Russian language. Reliance on the use of motivational possibilities of historical and literary texts ensures the development of mainly communicative and personally significant types of work on texts for students, positively influencing the improvement of independent work skills, and most importantly – on the education and deepening of feelings of love for the Motherland, native land.

The communicative-oriented system of teaching a non-native language is characterized by the convergence of learning activities with the activities of real communication. And it is expressed, first of all, in the selection of educational material (coherent texts) and its special organization, which ensures the formation of students' speech activity.

This is facilitated by the fact that texts about outstanding people of the country of the studied language (Russia) are studied in parallel with the historical and literary texts selected by us (the history and culture of Uzbekistan), which creates conditions for a dialogue of languages and cultures, which is acquiring huge socio-political, spiritual and moral significance in our world today.

We agree with N.P.Shulgina's point of view that teaching students "to use the Russian language as a means of communication, a means of knowing the world and oneself in it, familiarization with culture, to develop in them the ability to competently, actively and creatively master all types of speech activity is provided by lessons, where the highest unit of learning is a text in which all elements of the language system are integrated, combined and synthesized" [7, p.4].

Since the educational text for secondary school students is simultaneously a source of information, a model and a means of teaching the construction of an independent monological utterance, it is necessary to pay serious attention to the sample as the primary source with which students form key skills and abilities of coherent speech.

In order to establish criteria for the selection of the text component of teaching Russian in secondary schools, we studied the recommendations for the selection of texts for non-Russian students, developed in the late twentieth and early twenty-first century by famous methodologists (N.M.Shansky, N.Z.Bakeeva, S.K.Folomkina, T.S.Kudryavtseva, E.A.Bystrova, V.I.Kapinos, B.M.Yesajanyan), as well as dissertation research concerning the methodology of teaching Russian in Uzbek schools (A.I.Andrianova, L.T.Akhmedova, E.A.Lagai, M.M.Davlyatova, etc.).

The analysis of the above sources allowed us to group, isolate and refract the following main criteria for the selection of local history texts of a historical and literary nature for linguodidactic purposes to the problem we are investigating.

The first criterion is that the text should be informative and valuable (new and relevant), contribute to expanding the horizons of students.

The second criterion is that the texts should contain a local history component, in particular, reveal the peculiarities of life, culture, traditions, character traits of the Uzbek people, aesthetic tastes, natural conditions, and most importantly – the pivotal milestones of history. At all times, knowledge of the history of the native country was considered a necessary condition for the formation of a comprehensively developed personality, a patriot of his homeland. This makes up the richest cognitive-developing and most valuable cultural material.

The third criterion is the degree of information saturation of texts should correspond to the intellectual and cultural level of development of the student, that is, the basic information should be accessible for understanding.

The fourth criterion is that texts should be reasonable in terms of the communicative needs and interests of students, focus on discussion, reasoning and thereby contribute to the implementation of speech communication in the classroom; be entertaining and emotional.

The fifth criterion is that texts should be accessible to perception and understanding from the point of view of psychological and age characteristics of students.

The sixth criterion is that texts should reflect real spheres of communication, contribute to the natural enrichment of students' speech with vocabulary and constructions of the modern Russian language.

Any type of speech has its own language features. For example: in narrative texts, the main ones are successive actions or states. For example:

"Getting to know any city is always interesting, like a journey into an area of the unknown and beautiful. It is doubly tempting to get acquainted with a city famous in history. This is one of the ancient cities of Uzbekistan and the whole of Central Asia – Kokand. It is unique in its "face", its role and significance in history, cultural heritage, extraordinary fate, fame and fame, which, of course, are due to the work, talent and exploits of its inhabitants.

It entered history at the beginning of the XVII century as the capital of the Kokand Khanate, a major trade and cultural center of Central Asia. It is no coincidence that Kokand is now called the city of poets in Uzbekistan. In the anthology of Uzbek poetry, researchers count more than 100 names of remarkable masters of the word – Kokand. Among them are the most famous poets Mukimi, Furkat, Gulkhani, Zavki, Nadira, Anbar Atin, Uwaisi and many others." (N.Lukashov)

The connection between sentences should be chain, implemented with the help of conjunctions, pronouns, adverbs, synonymous substitutions, lexical repetitions.

For description texts, it is inherent in the enumeration of signs of objects, phenomena, persons, the presence of predicates – verbs with the same type of meaning of simultaneity of action. For example:

"Kokand is located in the western part of the Fergana Valley, in the lower reaches of the Sokh River, 25 kilometers from the Syr Darya River. The green outfit of the city is rich and diverse. In the courtyards and on the streets, apple and pear trees, cherries and cherries, apricots and peaches delight the eye in the spring with their exuberant flowering, dense paw-like foliage saves the vineyard from the heat, exotic pomegranate and fig trees bring pleasure in flowering and fruits. On the streets, in parks and squares, mighty plane trees, patriarchs of forests – oaks, curly maples, pyramidal and silver poplars, powerful centenarians – elms, unpretentious tall trees and weeping willows, chestnuts, ash trees, acacias and many other ornamental trees give coolness and clean air to residents." (N.Lukashov)

Texts of this kind are characterized by parallel communication, carried out with the help of structural parallelism of syntactic constructions.

Reasoning texts are characterized by causal relationships between judgments. Therefore, three parts are required in them: the thesis – the main statement, a clearly formulated thought; proof, arguments confirming the thesis put forward; the conclusion arising from the evidence (conclusion, generalization). They are dominated by linguistic means expressing causal relationships (circumstance of cause, conditions, complex sentences with subordinate causes, conditions; evaluative words, affirmation or denial of something). For example:

"Do we really have to love our land just because it is rich, that it gives abundant harvests, that its natural forces can be used for our well-being?

We love our native places not only for this. We also love them because they are beautiful for us.

I love my native land for the fact that it is beautiful, although all the charm of it is revealed not immediately, but very slowly, gradually." (By K.G.Paustovsky)

The functioning of speech types is inextricably linked with speech styles. Methodologists (N.M.Shansky, K.Z.Zakiryanov, Z.P.Daunene, etc.) argue that texts of both journalistic and popular science style and artistic texts should be presented in textbooks of the Russian language for the development of oral speech.

According to our observations, stories, essays, excerpts from the works of famous poets and writers of Uzbekistan can be effectively used in the classroom in full, and in fragments, and in compressed form. The degree and form of adaptation of texts depend on the stage of learning, on the level of general development of students, on their language readiness. Our experience proves that the text is suitable if it is adaptive, that is, with minor changes, it is applicable for educational purposes. Based on this, we carried out only a partial adaptation of the selected texts.

Based on our many years of experience, it became clear that the role of artistic and journalistic text in the development and improvement of the Russian speech of secondary school students, in particular, in the formation of sociolinguistic competence using local history texts of a historical and literary nature is enormous. This is understandable: after all, literature is a great treasure trove of language. It is in her that language finds its fullest and most perfect expression. In addition, literature is a textbook of life, a source of deep moral and aesthetic values.

In the process of selecting literary texts, we proceeded from the fact that the intensity of students' productive speech based on literary material (literary text) directly depends on the degree of understanding of the text, on the multilevel nature of the text. The first level of understanding (the level of knowledge) is mainly associated with the degree of completeness, and the second level (the level of meaning) – with the degree of depth of understanding. Extremely important at the first level is the perception and assimilation of the figurative nature of the word, the activation of emotional and evaluative vocabulary. At the second stage, the ability to identify and define the main idea of the text, the main aspects of the content, individual facts, the ability to anticipate information, generalize it, comprehend and evaluate it (from the point of view of cognitive, educational and aesthetic value) is formed.

We agree with the position expressed by researchers L.P.Atayeva, T.N.Martinovich and L.L.Novikova that "the creation of a motivational basis for educational actions leading to the mastery of speech skills and abilities is achieved by selecting educational material that is meaningful for students" [3, p.31]. Such a material is a local history text of a historical and literary nature, which provides for the correspondence of modeling methods of primary texts that students hear and read, and secondary texts that students create themselves. It follows from this that Russian language lessons should create conditions for lyceum students in which they will take part adequately in a specific life situation.

The criteria for selecting texts outlined above, on the basis of which the selection of local history texts will be carried out, will allow us to objectively assess the textual basis of existing textbooks for secondary schools, as well as to select new, interesting, personally significant additional texts for students about the history and culture of Uzbekistan, which will serve not only as a means of improving the Russian language of students, but also they will play a significant role in solving educational and cognitive tasks in the educational process.

In conclusion, it should be noted that reliance on local history texts of a historical and literary nature will contribute to the formation of sociolinguistic competence of secondary school students, activate their creative abilities, and positively affect the comprehensive development of the student's personality.

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