

TEXT AS A UNIT OF TEACHING COHERENT WRITTEN SPEECH IN RUSSIAN AS A FOREIGN LANGUAGE CLASSES

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Abstract:

The article is devoted to the problem of teaching students of a foreign language audience writing as the main type of speech activity in Russian language classes. One of the effective means of learning new language material and mastering all speech activities is an educational text. This article examines the features of organizing work on a text in Russian as a foreign language classes.

Keywords: Text, speech activity, speech competence, written communication, speech exercises, reproductive tasks, production.

Introduction

Teaching coherent written speech is an important part of language education. In this process, the text acts as the main unit around which practical and theoretical teaching is built. Coherent written speech requires the learner to not only correctly use grammatical and lexical norms, but also to create logically structured and meaningful texts. This article will consider the meaning of the text as a unit of teaching coherent written speech, its structure, types and methods of working with it at various stages of training.

The text is a holistic statement that has meaning and sense. It performs several functions: informative, communicative, expressing emotions, etc. In the learning process, the text becomes a means of transmitting knowledge and skills, as it helps students develop the ability to adequately perceive and generate information. It is the text that helps learners develop the skills of analysis,

interpretation and synthesis of information, which is critically important for the formation of coherent written speech.

Practice has shown that the text plays an important role in teaching students of foreign language groups various types of speech activity, including writing. At the present stage, the text is not just a teaching material, but also a teaching unit that plays an important role in teaching Russian as a foreign language. When working with the text, language and speech competencies are formed. The issue of teaching foreign language communication mainly affects the oral form of speech activity - speaking. Written speech seems to go into the background. However, the ability to express one's thoughts in writing, which is what written speech implies as a creative communicative skill, is no less important, since without relying on writing, it is difficult for students to retain educational material in their memory.

Teaching written speech includes various types of speech exercises: speech exercises for teaching how to compose a written message; written speech exercises for working with printed text; written speech exercises conditioned by the process of reading, listening and oral communication. There are a number of exercises and tasks to solve the problem of developing written communication skills. For example, rewrite the text, excluding secondary information from it, reconstruct the dialogue based on the lines, compose a dialogue based on the text, compose a written message to a potential addressee, prepare a summary of an oral presentation based on the text read. When teaching Russian as a foreign language, an important place is occupied by the development of students' skills in written production of statements based on a text sample. The skill of written production acts as an independent complex skill of written speech and as a means of monitoring the assimilation of the material. Naturally, teaching written speech is determined by the tasks of real communication. It is desirable that the learning tasks performed in Russian language classes be closely related to real (professional) learning tasks (for example, writing an article on a topic related to a future specialty). Let us trace how the tasks of language communication are realized in the process of developing the skills of independent production based on the text.

Text is a carrier of information and a basis for independent production of students. The function of text material is ambiguous and multifaceted. Text can act as an illustration of a grammatical and lexical phenomenon of language, play the role

of a source of new vocabulary and structural material for a conversation, a message, serve as a model for a similar construction, etc. When producing an independent written statement based on text material, the text for students becomes, firstly, a source of information material for subsequent independent production, and secondly, a source and model for the design of a subsequent written statement. Thus, in the chemistry department, when composing a written microtext on the topic of «Коррозия металлов», the text «Что такое коррозия?» was used as a model, and students also composed a written text «Водород» by analogy with the sample text «Кислород». Multiple presentation of a text sample contributes to the fact that when preparing a written product, an extra link is omitted, which inevitably occurs when a source is presented once. In addition to transforming a text sample, various types of tasks can be used when teaching written speech. Let us follow the system of work using the example of language and speech exercises based on the text:

Task 1. Translate the text using passive constructions to characterize the subject. In this task, students must translate the given text into Russian, focusing on the use of passive constructions, which will allow the focus to be on the subject itself, rather than on the actions or the initiator.

Task 2. Specify the difference in the meanings of the cognate words *раствор*, *растворитель*, *растворяться*, *растворённый*, *растворяющий*. Make sentences with them. Students should explore the semantic differences between cognate words related to the concept of "раствор". They should explain how each word changes its meaning and context of use, and give examples of sentences demonstrating the use of each of these words.

Task 3. Which words are used in colloquial and which in scientific style? Write sentences with them: *клетка*, *сахар*, *плоды*, *коробочки*, *пазухи*. In this task, students analyze a set of words, determining their stylistic affiliation - colloquial or scientific style. First, you need to classify the words, and then make sentences where each word will be used in a context corresponding to the chosen style.

Task 4. Express in Russian in writing the similarity of any phenomena or processes, using the conjunctions "тоже", "также". Students should think of pairs of phenomena or processes that have similar or identical characteristics and express their similarity using the conjunctions "тоже" and "также". This will help develop the skills of coherent presentation and logical thinking.

Task 5. Contrast some phenomena, processes, properties of materials using the conjunction *a*. How can this conjunction be used when translating a text? In this task, students must select phenomena, processes or properties that can be contrasted and formulate statements using the conjunction *"a"*. As part of the task, it is also necessary to discuss how *"a"* can be used in translating texts to create contrasting constructions and clarify information.

Task 6. Replace passive constructions in the text with active ones. Here, students are asked to take a text containing passive sentences and reformulate them so that they become active. This will provide an opportunity to develop active narration skills and improve understanding of sentence structure in Russian.

Task 7. Describe acids in writing (when working on the text "Кислоты"), using constructions to express the qualification of an object or phenomenon. Students must write a text in which acids will be described, using constructions to express their characteristics. This may include definitions, properties, applications, and other aspects that will help present information in a more formal and detailed style.

When characterizing the transformation of an information source in specific tasks, it is necessary to dwell on the following questions: what is the communicative essence of the task, from what point of view is this text analyzed, what skills and abilities are needed to complete the task, what preliminary language work is needed to prepare and conduct this type of task. Work on the sample text may consist of the following stages:

Task 1. Identify and formulate the problems of the text. To complete this task, students must be able to divide the text into semantic segments, highlighting the main information and information center of the parts of the text, ask a semantic question to a paragraph and a general question to the entire text. The options for written products of students contain either a simple listing of the problems of the text in the form of questions, or a description of the content of the text. The purpose of this task is for students to learn to identify and formulate the main problems of the text. To complete the task, they must master the skills of dividing the text into semantic segments, highlighting the main ideas and information centers in paragraphs. Students must be able to ask semantic questions to each paragraph and a general question to the entire text, which helps to better understand the content and main problems. The expected result can be presented

in the form of a list of questions identifying the problems of the text, or in the form of a brief description of its content.

Task 2. Create a coherent description of the text. The communicative essence of this task is to convey the author's position on this problem. To complete this task, students must be able to: determine the semantic relationship between the problems posed in the text, conduct a semantic analysis of the text sample, establish the types of interrelationships of the main information of the text. In this task, students must create a coherent description of the text, conveying the author's position on the problem under discussion. To do this, students must determine the semantic relationships between the problems set out in the text, as well as conduct a semantic analysis of the text sample. It is important that students are able to establish the types of relationships between different parts of the text and combine them into one coherent description that reflects the author's main idea.

Task 3. Create a short version of the text. Compressing the informative material of the text is an integral part of many more complex tasks. The linguistic basis for completing this task is: training in the interchange of simple and complex sentences and working on the word order in a sentence. This task helps develop the skills of compressing information material. Students must create a short version of the original text, selecting only the most significant and key ideas. To complete this task, it is important to be able to work with simple and complex sentences, as well as correctly structure the word order in new sentences. The end result is expected to be a shortened text that retains the main idea and meaning of the original.

Task 4. Comment on the text. Commenting on the text as a type of written work is a kind of transitional stage to independent production, that is, the construction of a coherent monologue without relying on the text. Own independent production of written statements based on a text source ends with work consisting of interpreting the information received, commenting and supplementing it with your own presentation. Commenting on the text is an important stage that helps students move on to independently writing a coherent monologue based on the information received. Students must interpret the text, comment on it, supplement it with their own thoughts and judgments, which contributes to the formation of critical thinking skills and a creative approach. This work will be the final stage

of preparation, where students will connect their ideas and understanding to the topic under discussion, creating their own presentation based on comments.

The skills developed by students when performing the described types of work are fully realized when performing tasks on commenting on the text: it is possible to comment on the text only if its problems are fully understood and can be formulated, the author's interpretation of the text is clear and can be expressed, and the informative material can be conveyed in a concise form.

Thus, the text as a unit of teaching coherent written speech plays a key role in the formation of written communication skills. It serves as the main tool both for the transfer of knowledge and for the development of critical thinking and creative individuality of the student. Approaches to teaching writing through text should be varied and adapted to specific goals and objectives in order to effectively develop coherent written speech in students.

By developing and practicing the skills of working with texts of various types, students will gain confidence in their abilities when writing and analyzing written works, which is an important step towards their further linguistic and professional development.

References

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