



# THE EDUCATIONAL PRINCIPLE OF COMMUNICATIVENESS IN TEACHING RUSSIAN IN A FOREIGN LANGUAGE AUDIENCE

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## RESUME

*In the modern teaching methodology, the concept of communicativeness appeared as applied to the practice of studying the Russian language by foreigners. Besides, communicativeness supposes the use of the language being studied from the very initial stages of training in natural interaction purposes and functions or as close as possible to them. Teaching foreigners the Russian language, even in the absence of a Russian language environment, is understood as teaching speech, communication and expression of thought.*

*In recent years, there has appeared willingness for a deep study of the goals and motives of learning, which, in turn, has given a fundamental turn to didactics to the personality of the student, the level of his or her claims.*

*The process of mastering the language should be the understanding of living foreign language reality. It requires that language forms and structures be studied in the situations in which they are naturally used by those for whom the language is native. To understand the language an extra linguistic element is required, awareness of the real situation with which this statement relates (Mitrofanova O.D., 1985: 89).*

**KEYWORDS:** *innovative technologies, traditional teaching methods, readers' culture, educational technologies, teaching technologies*

The links between people of different nationalities expand with each year. This generates the need to master foreign languages. The Russian language conquers great popularity in the modern world, and the number of people who want to study it are growing.

The principle of active communicativeness as a leading methodological principle in the teaching of the Russian language by foreign students was formulated on the III Congress Mapryal in Warsaw (1976) in the reports M.V. Watytneva, A. Neontieva, OD Mrophanova in collaboration with

M. Bonev (Bulgaria) and M. Sotakov (Czech Republic).

The main stimulus when studying the second language is a need for observation. That is why at present, the leading tendency trend was the desire to teach second language in such a way that using the language in the process of real or educational speaking, listening, reading or writing, the student would satisfy their need for communication.

Communication is recognized as a fundamental methodical Cate-Gray. The essence and direction of its development are largely



determined by the sign concept of the language.

In the process of our study, the method of studying the advanced pedagogical experience of the CIS students of the CIS countries, as well as a number of foreign countries (Bulgaria, Czech Republic, Slovakia, Serbia, Montenegro, Poland, etc.), a laboratory method, a natural experiment, and a pedagogical experiment, method, found its application.

As a result of the study, methodological recommendations on the use of communicative technologies in the teaching of the Russian language and literature were developed and applied.

A system of application has been created in the practice of informative-communicative technologies aimed at optimizing the process of learning Russian in bilingual conditions,

Pedagogical, psychological and methodological prerequisites for the introduction of communicative technologies in the practice of teaching the Russian language as a foreign language are substantiated.

As the questions put forward by us for discussion, we propose the following provisions:

1. One of the pedagogical conditions contributing to the effective formation of the communicative competence of students is the organization of the process of formation of the communicative competence of students. It should take into account the structure of speech activity, including the speech situation, motives, goals, needs, value orientations, the image of the result, the leading and background levels of speech activity and its stages (orientation, planning, implementation and control).

This process cannot replicate the acquisition of a native language. New signs act as equivalents of already designated objects, relationships, phenomena. In other words, the natural connections between the second language and reality are complicated by artificial connections between the mother tongue and the second language. Hence, the conclusion is inevitable that mastering a second language, focused on comparing it with the native language, grossly violates the natural process of comprehending objective reality.

2. Mastering a second language is complicated by the fact that in the process of its use, the form of manifestation of thought processes, the nature of the reflection of social relations and the expression of categorical features, and the characteristics of the nomination inevitably change. Usually we go to them from the forms of the language, although it would be natural to go from them to the linguistic forms.

3. The communicative technique should rely on all connections in a balanced way, but, according to experts and scientists, it is necessary to draw special attention in a timely manner to the connections between the language being studied and reality, and emphasize that mastering new linguistic signs is possible without the mediation of the native language.

A personality-oriented or individual approach in the upbringing of students is a purposeful system of pedagogical actions and relationships that maximally takes into account the age and socio-psychological characteristics of each student in order to comprehensive and harmonious development of his personality.

In the pedagogy of higher education, unfortunately, there is still a directive style of upbringing students, which often leads to formalism and mistakes due to ignorance and ignorance of the individual characteristics of students.

Studying the personality of students is important, first of all, from the standpoint of real life. It is known that the individual characteristics of people have a deep and varied impact on social groups, and thus on society as a whole, the level and nature of the organization, the productivity of collective activities, interpersonal relations.

Traditional "inattention" to individuality and gives rise to defects in "human formation", contradictions in the behavior and consciousness of people, negatively affects interpersonal communication.

The second reason is of a psychological nature. At the psychological level, reactions, attitudes, assessments, people's attitudes to the same fact, phenomenon, event are always varied. These differences in attitudes and attitudes of people affect people's behavior and personality manifestations. Since the true object of pedagogical work is precisely the relationship of a person, their knowledge and consideration are necessary.

The third reason is the patterns of the upbringing process. In upbringing, there is no direct dependence of the results of upbringing on upbringing influences. The breadth and dynamism of the student's connections and relations with the surrounding subject and social environment should be a constant object of pedagogical knowledge and correction.

The individual characteristics of students should be studied jointly by all teachers in contact with all students. Such a kind of pedagogical "consultation" will provide complete, reliable information and unity of action for all teachers.

The general program for all teachers is the



principle of personality study: purposefulness, comprehensiveness, dynamism, systematicity and consistency, the study of personality in activity and in a team, educating the character of personality study.

The world exists in reality. Language is a reflection and consolidation in human consciousness of different relationships between objects and phenomena of the real world. Moreover, each language has its own characteristics. Languages, adequately and fully reflecting one and the same objective reality, distinguish not the same type of signs in it, use different "internal forms", different material means. Hence the difficulty in mastering a second language, since the mastery of new linguistic signs must begin with the "de-objectification" of another social-historical or national experience that is accumulated in them.

In the practice of teaching a second language, an educational principle of active communication has developed, which is aimed at establishing direct associative links, at including students in the "linguistic picture of the world", which is characteristic of native speakers of the target language, at the possible elimination of "mediations" with the native language, at searching for "collapsing »Interlanguage code transitions in the internal speech of students.

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