



SIGNIFICANCE OF THE ACTIVITY APPROACH IN TRAINING RUSSIAN LANGUAGE AT HIGHER EDUCATION INSTITUTION

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ANNOTATION

In this article, the authors discuss effective methods of teaching Russian to students.

KEYWORDS: *method, Russian language, foreign language, personality, modernization of education*

ЗНАЧЕНИЕ ДЕЯТЕЛЬНОСТНОГО ПОДХОДА В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ В ВУЗЕ

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Аннотация

В этой статье авторы обсуждают эффективные методы обучения русскому языку студентов.

Ключевые слова: *метод, русский язык, иностранный язык, личность, модернизации образования*

DISCUSSION

During the period of independence of the country, socio-economic and cultural changes in Uzbekistan changed the role of a foreign language in society, and from a discipline, it turned into a basic element of the modern education system, as a means of achieving the professional realization of a person. At the threshold of the new century, the attitude towards the study of foreign languages in Uzbekistan has significantly changed. The educational and self-

educational functions in schools and higher educational institutions, the professional importance of education in the labor market as a whole, significantly increased, which entailed an increase in motivation in learning foreign languages.

The current stage of development of society is characterized by increased attention to improving the educational process. The socio-cultural development of personality and the student's foreign language communication training within the framework of the



university program is one of the most important social and educational tasks of our time, and is associated with such problems as increasing interest in the subject "Russian language", weak or insufficient foreign language training of former students, strengthening of creative potential students.

One of the key ideas of modernization of education in recent years has been the idea of forming competencies, manifested in the students' ability to integrate, transfer and use knowledge in various life situations. Today's graduate must meet the requirements of the modern labor market. He must be ready to work in conditions of market competition, to fulfill the tasks that are set before society, to have in-depth knowledge, practical skills and modern skills, to be able to practically use knowledge in practice. In professional pedagogy an important role is played by the formation of a broad general culture and familiarity with different areas. In accordance with this, the demand for the use of foreign languages has increased. New tasks involve changes in the requirements for the level of language proficiency, the definition of new approaches to the selection of content and organization of material.

As factors that are of great importance in formatting a young specialist in the field of economics, sociability and a willingness to cooperate are named. The higher school is called upon to develop students' abilities to realize themselves in the new socio-economic conditions, to be able to adapt in various life situations. The content of modern education in higher educational institutions is determined by the goals and objectives at all stages of training, where training is aimed at developing intercultural communication in a foreign language. During the teaching of a foreign language, it is important for the teacher to develop non-standard thinking of students. Russian as a foreign language, therefore, also becomes a means of socio-cultural communication.

As you know, the modern methodology of teaching foreign languages is based on the principles of communicative learning. Its goal is to develop students' ability to effective intercultural communication. "Professional pedagogy should teach a student to think independently, contribute to the formation of a critical mind. At this stage in the development of English language teaching methods, communicatively-oriented concepts are most widely used - communicative, design, intensive, and active methods "[1, 22]. In this case, the mastery of a foreign language is considered as the acquisition of communicative competence, taking into account the levels of proficiency in a foreign language. Communicative competence is understood to mean the ability to correlate language means with tasks and communication conditions, taking into account social norms of behavior and the communicative expediency of utterance.

Thus, the basic key competency that a student must master as a result of studying at a language university is communicative competence.

The main requirement for the level of knowledge of a foreign language is to ensure that a person with the help of a foreign language can solve his life and professional tasks. Most people today perceive a foreign language as one of the ways to broaden their horizons, gain knowledge of the world, develop and expand their business, and establish new contacts. Thus, for many, a foreign language has ceased to be an end in itself. People learn a language not only in order to only know it, but in order to communicate and develop in various fields of activity. Such an approach, when a foreign language becomes an instrument contributing to the achievement of new frontiers, is true. In this case, the main task of teaching a foreign language at the present stage is the formation of "foreign language communicative competence." Foreign-language communicative competence is the ability (knowledge, skills) to understand others and to generate their own programs of speech behavior in a foreign language, adequate to the goals, areas and situations of communication.

As a consequence, it is worth noting that the formation and development of communicative competence in a foreign language involves working in two main directions:

- Development of communication skills - communication skills in a foreign language;
- Development of skills of correct speech behavior in various life, domestic and professional situations.

An effective means of achieving the above goals is, in our opinion, a communicative-activity approach. The communicative component of this approach is justified by the fact that it is through communication that a person cognizes the world, accumulates new knowledge, and acquires skills. Communication in a foreign language helps a person to do all this by familiarizing himself with the values and culture of another country. The operational aspect of the approach does not imply passive obtaining of ready-made knowledge through a teacher, but their acquisition in the process of independent research activity, solving problem situations. If we understand competency as the ability to establish links between knowledge and the situation, as well as the ability on this basis to detect and carry out an action that allows solving a problem, then the formation of communicative competence is impossible without an activity approach.

A common concept for all available theories of developing learning is the concept of activity. "The very concept of activity," emphasized VV Davydov, "can be that initial abstraction, the concretization of which will allow us to create a general theory of the



development of social life of people and various particular theories of its individual spheres” [2, 64].

It is no coincidence that most of the studies of recent decades relate specifically to the communicative and active approach to teaching, in particular foreign languages, since communicative and active abilities are formed in students only when they do not passively learn new knowledge, but are included in independent educational and cognitive activities. This means that for the formation of communicative abilities among students it is necessary to constantly train them in performing all types of activities: speaking, reading, listening and writing.

The concept of “learning through activity” was proposed by the American scientist John Dewey. [3, 10]. The main principles of his concept are: taking into account the interests of students, learning through teaching thought and action, free creative work and cooperation. From the foregoing, it is possible to teach communication only by involving students in activities of various kinds and by modeling real life situations that will be interesting and useful to students. Consequently, the communicative-activity approach in the lessons of a foreign language can be carried out through various types of activities in a foreign language, namely: project activities, problem teaching methods, situation modeling and others.

Let us dwell on some of them. The project method is the study of a specific problem, its practical or theoretical implementation. The aim of the project method is the development of independent, creative activity of students. This method combines an individual, independent form of work with group exercises. As a result of creative practical activity, students receive new knowledge and skills that they implement in creating the final product. The significance of this method in the framework of the communicative - activity approach lies in the fact that it is aimed at the development of communicative skills. Each stage of work on a project involves making communication - discussions, reports, brainstorming, round table discussions, general discussions. Within the framework of the discipline, the Russian language of this kind of activity occurs as a co-operative, which determines the value of this method. In addition, the project method within the framework of the foreign language discipline allows you to form such communication skills in a foreign language as:

- ability to express your thoughts verbally and in writing;
- the ability to correctly formulate questions and queries in information search engines;
- possession of a monologue, dialogue and discussion form of speech communication;

- interaction with partners in the group;
- conflict resolution.

The case study method is a method of active learning, which is based on working with specific learning situations that are problematic in nature. This method is called the method of specific situations and situational analysis. The task of students includes analyzing the proposed situation, isolating the problem, clarifying the essence of the problem, finding possible ways to solve this problem and choosing the best way. This technique suggests using not fictitious, but real everyday, social, economic and professional situations. This kind of work is aimed at gaining practical experience in conditions close to real ones. [4, 40]

From the point of view of the communicative-activity approach, the use of the case-method in foreign language classes can be successful, because this method is complex: it involves all types of speech activity: reading, speaking, listening in the process of interaction with other group members and the teacher. Thus, the communicative component of the approach is implemented, which is due to the active activity of students in order to resolve problem situations.

The case study method is an effective tool in teaching a foreign language, because:

- creates the necessary language environment and motivates students to use a foreign language for real communication;
- contributes to the effective development of the skills of such types of speech activity as reading, listening and speaking;
- helps to shape communication skills, as well as a number of analytical, creative and social skills. [5,9]

In addition, the use of fiction in the lessons of Russian language teaching is very effective.[6,197]

So, summing up the above, we note that all types of communicative competence are interconnected and interdependent. Communicative competence implies the ability and ability of the student to conduct speech activities, which are based on automated skills, and more specifically, communicative skills, characterized by stability, stability, lability and flexibility. The formation of the components of communicative competence can be facilitated by a didactically substantiated system of exercises that will be applied in various types of classes in a foreign language



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