

THE ROLE OF THE COMMUNICATIVE-ACTIVITY APPROACH IN THE STUDY OF MONOLOGICAL AND DIALOGICAL SPEECH OF STUDENTS

Nasiba Jurabekovna Niyazova,
Acting Professor of the Department of Uzbek Language and
Literature Tashkent State Law University, Candidate of Pedagogical Sciences
n.niyazova@tsul.uz, iztdyu@mail.ru

A B S T R A C T	K E Y W O R D S
The article is devoted to the essence of the communicative-activity approach and the algorithm of transition to a competence-based approach in teaching a foreign language, in particular Russian. The implementation of a communicative approach to teaching in Russian classes based on modern technologies naturally correlates with the problem of forming a student as a linguistic personality who owns all types of speech activity, providing the formation of listening, reading, speaking skills and abilities that are able to solve various tasks in the process of generalization.	teaching, text, linguistic text, listening, reading, speaking, communicative approach, communicative competence.

Introduction

Today, an urgent problem of the day arises in the educational institutions of the country – the upbringing of a socially active person who is able to take responsibility for self-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-study have become mandatory. In connection with the introduction of a new form of state policy of teaching in higher educational institutions, there is a need for a communicative orientation of teaching the Russian language course, more attention to the analysis of texts of various styles and types of speech, the purposeful development of monological and dialogical speech of students, the formation of the ability to reason on the proposed topic.

The system of initial language teaching developed by K.D.Ushinsky is based primarily on the mental and moral development of the student. Learning to think, speak and write independently, the student comprehends an infinite set of concepts, views on subjects, a lot of thoughts, feelings, artistic images, logic and philosophy of language. But what 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 advisable to note that when going to the classroom to students, the teacher should always ask himself – what and how to teach.

In this regard, the use and improvement of methods of the educational process and educational technologies is of particular importance. The use of a communicative approach in learning the Russian language based on modern technologies is the norm of today. Russian Russian is especially

relevant for those who are not native speakers of this language, where interaction with a teacher in the classroom cannot be effective without students learning the necessary vocabulary independently, 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 Russian language lesson is the co-creation of the teacher and the student in cognition, in the comprehension of linguistic phenomena. Live speech should be constantly heard in the classroom. Not the wording of the rules and exceptions to them, but the artistic texts and statements of the guys themselves. Literature cannot exist without language, and without literary texts, language remains in the minds of students a dead collection of words, forms, constructions and rules of their use. The task of the teacher is to search in a work of fiction for such linguistic units, 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 stable skills of adequate perception and understanding of someone else's speech, as well as the ability to generate his own speech utterance with certain communicative properties, i.e. it will be relevant to use listening as one of the modern methods of teaching Russian to students who do not have this language as their native language.

Listening skills can become stable when 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 teaching tool, as well as organize educational activities at an individual pace and monitor the results of assimilation.

The problems of listening are widely covered in 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 skill 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 mechanisms of listening in native speakers and learners of a new language. For example, a child immediately becomes a listener as soon as he is 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 for a student of another language, both the process of special listening training, acquired during training and improved independently, and the need to know their natural abilities for self-learning to understand foreign language speech by ear are important. 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 semantic processing of audio information, generates the student's communicative intention, the logic of thought. Psycholinguists note that background information has a significant impact on the ability of memory to retain coherent texts, so associative connections arise already at the stage of acquaintance with the title of the text.

Thus, when studying languages, in particular the Russian language from the standpoint of formal grammatical, the student is actually rejected from spiritual life. He can decline the noun without hesitation, perform, without hesitation, an exercise with missing orthograms, but remains deaf to the beauty, harmony, the 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 paired with speaking helps.

Even in speech development classes, teachers often focus on grammatically and phonetically correct speech design 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 of its formation. And learning a language means developing students' spiritual abilities 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, the auditory-motor images of words are recreated. Here, the key unit of the language is the text, it helps to identify internal connections between 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 the use of language units in the construction of speech. An important issue is the criteria for selecting texts for presentation and linguistic analysis. Students need to offer texts of different styles. It is especially important to work with different types and simple texts: they serve for students for whom Russian is a non-native language, an example of how, when analyzing works of literature (art, music, painting), one can express thoughts and feelings, express oneself as a person endowed with the gift not only to see, understand, feel, but also to express this perception in their own way with the help of words.

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

Note that the text is also the basis for creating a developing speech environment with high potential. Russian language patterns are identified and investigated in it, one of the basic principles of assimilation of Russian speech is implemented – the principle of assessing the expressiveness of speech, which provides 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 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 auditory-pronouncing skills, accumulate experience of perceived sound images in the flow of coherent speech, the relationship of concepts, reading fluency. In order to make the listening process. Therefore, it is necessary to develop a system of training exercises aimed at maximizing the activation of natural mechanisms.

Thus, the implementation of a communicative approach to teaching Russian and other languages naturally correlates with the problem of the formation of a student as a linguistic personality who owns all types of speech activity and is able to solve various tasks in the process of generalization. In general, during the learning process, the student not only comprehends the way of expressing thoughts, but also perceives the language, which is a sign of the nation, as a source of information about the national culture of the people who speak it.

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