



## **Communicative Orientation in Teaching as a Condition for the Development of Russian Speech of Students**

**Turdieva Luisa Artykovna**

*Teacher of Russian at Tashkent University of Applied Sciences*

**Abstract:** *One of the most important conditions for learning the Russian language is fluency in the Russian language. The article discusses the importance of a communicative approach in teaching the Russian language.*

**Keywords:** *Russian language, communication, communicative direction.*

In recent years, the communicative-activity (functional) approach in teaching has become the leading one in the process of teaching a non-native language. The main idea of this direction is that language is a system of means of expression that serves a specific purpose. The most effective way to teach a foreign language is to use it for the purposes and functions natural to the language, based on the individual personal needs of the learner. When organizing training, it is necessary first of all to clearly define the goals and objectives of teaching the Russian language. These tasks are formed in accordance with the goals that are set for students. Practice confirms that only strict consistency of educational goals with the vital interests of students, the immediate use of the knowledge obtained in the language for the realization of these goals form a motive and stimulates the desire to study a particular foreign language.

At the same time, it should be emphasized that the learning goals are determined not only by the individual interests of the students themselves, but also by "the needs, the social order of society, the conditions of its development and its tasks at this stage ..., the ratio of the functions of the Russian and native languages." Even in high school, where students' life goals are not yet sufficiently defined, learning goals are also dictated by their needs: "Where do I need Russian?" These are watching children's TV shows, animated films, communication-games with peers of various nationalities, etc. (grades 2-3); leisure time together with peers, conversations on topics of interest to students, reading literature on interests (grades 4-7); communication in the educational field, watching movies, TV shows, exchanging opinions, reading literature discussions on socio-political, socio-cultural problems, the definition of professional interests, etc. (grades 8-9). Even such a conditional review of the real needs of students in learning Russian shows that the goals and objectives of education from the 2nd to the 9th grades are constantly changing and developing depending on the vital needs of students. In accordance with the real and potential communicative needs of students, the correlation of spheres of communication and types of speech activity is established, the skills that students of each of the secondary school classes should master in the field of listening, speaking, reading and writing are determined. If, theoretically, the thesis of targeted learning is not new and indisputable, then the practical definition of: - learning goals based on the individual intentions of students and the social order of society; - the correlation of the spheres of communication (which include secondary school students) and types of speech activity; - the predominant importance of each type of speech activity by stages of learning - is still waiting for its solution and implementation in standards, programs, textbooks and teaching aids.

Communication skills, the purpose of which is to master the skills of students to listen, speak, read and write in the language being studied, determines the learning strategy as a whole, including the selection of educational language material. Definition of the goals and objectives of teaching the national language, the following task is consistently put forward-the establishment of the content of education that ensures the achievement of these goals, i.e. the solution of the question of what should be taught. From the point of view of communication, it is impossible to talk about an arbitrary set of lexical and grammatical topics, language units that are not consistent with the spheres of communication, goals and objectives of learning. A functional approach to the selection and organization of educational language material, which ensures the learning process, allows to bring learning as close as possible to the conditions of real communication:

- a set of topics that are communicatively important for learning;
  - a range of relevant situations;
  - Lists of grammatical constructions, vocabulary, i.e. language material necessary for communication. The exchange of thoughts, the perception and transmission of information, the path from the idea (WHAT I want to say) to the form of its expression (HOW to say it) require the systematization of units according to the functional-semantic principle (how to specify the time, the reason for the action, the sign of the subject, etc.) completely rejecting the linear arrangement and study of educational material (noun, name adjective, verb ..., simple, complex sentence, etc.)". A significant role in the organization of the selected language material belongs to the native language of students.
1. The data of the comparative description of the studied and native (in our case, Russian and Uzbek) languages form the linguistic basis of teaching.
  2. The results of comparative analysis are implemented in the educational process through the accounting of the native language, i.e. the educational and linguistic material on the Russian language is organized through the prism of the native language of the trainees. Taking into account the native language makes it possible to identify linguistic phenomena that are both relatively simple and difficult for students of a certain nationality, and on this basis to establish the timing of the passage of a particular material, methods of its explanation and consolidation.
  3. Orientation to the native language allows you to develop textbooks, textbooks for students of a certain nationality (Uzbek for Russian-speaking for English-speaking, etc.). In textbooks of this type, the selected language material is interpreted from the point of view of the native language of the trainees: topics are explained on it, lexical and grammatical material is prepared, rules-instructions are set out, tasks-exercises are formulated, bilingual dictionaries are presented for each lesson.
  4. The use of the native language, that is, the direct use of translation as a teaching method when submitting, explaining new material and monitoring the correctness of its understanding. It seems advisable to use translation only when regulating its role, as well as the place of translation from the native language to the studied language and vice versa. The communicative approach proceeds from the fact that real communication takes place in constantly changing circumstances and, therefore, requires the education of students in the constructive use of means and ways of expressing content within certain situations.

In the practice of communicative-oriented teaching, the methodological provision on the study of morphology and vocabulary on a syntactic basis is also implemented. Since the main form of learning is a sentence, it is the rules of its construction that students should master. Syntactically based learning allows students to learn morphological forms, lexical units simultaneously in the structure of sentences of various types. L.V.Shcherba also noted that grammatical and vocabulary elements of a language are easier to remember not in an abstract form but in natural phrases. The practice of learning on a syntactic basis is provided by a set of communicative the necessary grammatical constructions, vocabulary and syntactic structures. Speech samples and training models are accepted as a unit of training. The communicative methodology proceeds from the fact that the

previous organization of training: explaining the rules to teachers, their mechanical memorization by students, controlling the assimilation of isolated learned grammatical structures and vocabulary does not meet the goals of educating an active, creative personality. Currently, the educational process presupposes an active mental activity of students; when, during the assimilation, consolidation of educational material, they independently comprehend it, look for ways to solve communicative tasks by selecting appropriate language tools. The consciously practical and problematic approaches to language teaching adopted in modern methodology constantly pose deliberate difficulties to students, overcoming which requires mental effort. Tasks of an intellectual and search nature (discussion of the topic, expressing and defending one's own point of view, wording of tasks: "Find out", "Ask", "What do you think", "Do you agree with ...", "Object") The use of formal grammaticalized exercises ("Put words from brackets in the dative case", "Find the circumstances of the cause", etc.) stimulate the independent acquisition of knowledge by students, form their experience of creative work. The probed approach provides for the creation of problem situations, the selection of texts for problem-based learning, and their mandatory debatable nature. According to the methodologists, the elements of problem-based learning are games, role-playing games, business games, etc., providing poik and speed of solving communicative tasks, as well as orientation both on the personality of each student and on interpersonal communication in a team. From the point of view of communication, of fundamental importance for the choice of "learning technology" is a personal-activity approach to learning, its individualization.

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