

## WORKING WITH TEXT IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

Radjapova Nargiza Bekmuradovna ( a teacher of the department of “Uzbek language and literature” of Karshi engineering and economics institute, Uzbekistan)

### Annotation

The article considers the concept of text as an element of teaching in Russian classes in a foreign audience. The stages of working with the text in the RCT classes are described, special attention is paid to the principles of selecting texts for teaching reading and speaking.

**Key words:** concept of text, teaching in Russian classes, working with text

When learning a foreign language, the text is the main communicative unit – a sample of how the language functions, which language means are used in speech.

### What is text?

Currently, there is no single point of view on what a text is. There are different definitions of text from the point of view of various linguistic sciences: text linguistics, psycholinguistics, pragmatics, communicative linguistics, cognitive linguistics, etc. Here are some of them. I.R. Galperin defines a text as a work that has a certain purposefulness and pragmatic attitude [1, p. 18]. G.V. Kolshansky connects a text with "the transfer of information or the exchange of thoughts between partners" [2, p. 10]. For Yu.A.Sorokin, the text is "a concept, that mental formation, which in linguistic literature is called the integrity of the text"[3, p. 62]. In the light of the communicative approach, the text is defined as a means of verbal communication (O.L. Kamenskaya), as a communicative unit implementing the author's intention (T.M. Dridze), "as a speech work having a concept (idea); communicative orientation to the addressee within a certain sphere of communication; having an informative and pragmatic essence (the ability to carry information and influence the addressee)" (N.S. Bolotnova) [4, p. 20]. For V.P. Belyanin, the text is the basic unit of communication, a way of storing and transmitting information, a form of cultural existence, a product of a certain historical epoch, a reflection of an individual's mental life [5, p. 6].

## **Text functions.**

In the educational process, the text can perform various functions: a source of information, input of lexical and grammatical material, material for teaching reading, writing, speaking and listening, a sample of speech models.

Working with text in Russian as a foreign language classes includes three stages.

### **Three stages of working with the text.**

The first stage is text input. First, the text must be perceived by the student in its entirety. Then the student listens or reads paragraphs of the text, after which the listening or reading is accompanied by comments, translation, and explanation.

The main goal is to understand the content of the text. The second stage is text processing. First, the forms of words are analyzed, the interpretation of words is given, and then speech samples, selected models, and clichés are trained. The main goal is to automate speech actions.

The third stage is speech output. Students retell this text or create an independent text using a text model. The main goal is to reproduce a coherent text.

### **Selection of texts.**

When selecting texts for classes in Russian as a foreign language, we take care not only that the texts reveal any grammatical phenomena, but also that they are "alive" - perceived as a means of transmitting thoughts, were informative, contained interesting, relevant information.

In the methodological literature on teaching Russian as a foreign language, texts are traditionally divided into educational (special, additional), regional studies, and artistic.

With the help of educational texts, the necessary speech models are worked out. Foreign students should see how these models function in communication. At the same time, authentic reading texts are also included in the educational process.

Often the teacher composes the texts himself. When preparing additional texts, the teacher sets the goal of developing speech and communication skills and abilities. Additional texts are created for retelling, shortening, expanding and other types of work with the text.

But in addition to words, phonetic and grammatical rules, a student studying a foreign language must necessarily get acquainted with the history, culture, economics, politics, geography, literature and art of the language being studied.

To learn how to communicate in this language, you need knowledge of a linguistic and cultural nature. Texts containing information about the norms of communication, about new realities for foreign students, about communication stereotypes, background knowledge are selected.

These may be texts revealing:

a) the concepts of home and family in Russian culture, the relationship between parents and children, grandparents and grandchildren, ways of transmitting traditional knowledge in ethnic cultures, examples of positive interethnic interaction;

b) the significance of the rituals and folk festivals of Russia based on traditional economic activities and religious mythological ideas prevailing among the people (from texts telling about the culture of the people, it is possible to direct students' attention to the elements of decorative and applied art, to introduce them to traditional folk music, its songs);

c) the concept of homeland and love for the native land, traditional economic the occupations of Russians, determined by the natural environment and for centuries forming the cultural type of the people. In the modern global world, the concept of homeland is being transformed, but people's awareness that the place where you live should not only be known and loved, but also try to benefit it is very important and valuable;

d) events that serve as "all-Russian spiritual staples". These are, first of all, works about national heroes of different eras, about the Great the Great Patriotic War, about figures of science and art who have national and world fame;

e) universal values, equally significant for the peoples of the whole world. These can be considered universal humanitarian values formulated by the United Nations in the form of human rights standards.

They are called the values of tolerance. Tolerance does not imply the denial of national values, but allows you to compare them with the values of other peoples, human rights standards and analyze them from the perspective of this knowledge [6].

It is important to take into account cultural universals common to different peoples when choosing texts. The coinciding signs of culture unite and bring together people of different nationalities lead to mutual understanding, harmony and trust.

According to the research of the famous psychologist S. V. Lurie [7], the central zone of the mentality of any nation consists of ideas about good, ideas about evil and ideas about ways of fighting well with evil. Therefore, for interethnic cohesion, it is important to form global ideas about the categories of good and evil. The acquaintance of foreigners with Russian culture will help to achieve the results necessary for society on this path.

As Rakhimova told that “The process of higher education reform in Uzbekistan involves changing the content and organization of education, developing creative individuality and student activity, and requires shifting the emphasis from education to practical training. At the present stage, the quality of training specialists is determined by the willingness to perform effective professional activity, the ability to adapt to the rapidly changing conditions of the modern world, the possession of professional skills and abilities, ability to use acquired knowledge, determination at university to solve professional communication problems.

It is possible to draw the attention of foreign students to the polytechnic composition Russian, on the role of Russian and native languages in the life of the peoples of Russia, to emphasize that the Russian language appears simultaneously in two guises: as a native and state language.

Literary texts are also a rich source of country-specific information. They stimulate the mental activity of students, affect their emotions, and develop aesthetic taste. It is recommended to use the texts of fiction in Russian language classes as a foreign language at an average, or even at an advanced level. Working with the text of a work of art has its own specifics: practice shows that the analysis of grammatical phenomena should be minimized, and all the time should be devoted to the analysis of artistic merits, means of creating artistic images, consideration of psychological moments, etc.

At the same time, in the format of a single lesson, small texts can be taken for study: poems or prose miniatures, individually or in a cycle [8], and in large works, fragments can be taken within the framework of the strong positions of the text, to make a separate analysis of the title complex or key, significant parts that have "universal general significance". Such micro-plots as "Tatiana's Letter", "Tatiana's

Dream", "Onegin and Lensky's Duel", sketches of the seasons, and became the "golden fund" of artistic thought of Russian culture"[9].

In choosing a text for teaching RCT, its compactness, axiological fullness and communicative aspect should be taken into account so that working with the text in classes in Russian as a foreign language taught students not only to build a dialogue and conduct a colloque, create a monologue, form linguistic and cultural competence, but also to raise the general cultural level and promote spiritual development.

Working with text should not be limited only to pragmatic functionality. This is a specific activity, behind which there is a wide horizon of modern culture. A deep understanding of textual science extends into areas related to sociology, geopolitics and the philosophy of language.

#### **List of used literature:**

1. Galperin I.R. Text as an object of linguistic research. Moscow: Nauka, 1981. p. 18.
2. Kolshansky G.V. Linguocommunicative aspects of speech communication// Foreign language at school. 1985. No. 1. Pp.10-14.
3. Sorokin Yu.A. Psycholinguistic aspects of the study of the text. M.: Nauka, 1985. pp. 62-63.
4. Bolotnova N.S. Philological analysis of the text: textbook. Manual/N.S. Bolotnova. -4th ed. – Moscow: Flint: Nauka, 2009. p. 20.
5. Belyanin V.P. Psycholinguistic features of a literary text. Moscow: Publishing House of Moscow State University, 1988. p.6.
6. D.P.Rakhimova “Education and development of key and language skills in teaching according to the method of teaching Russian literature in national university groups”. American Journal of Pedagogical and Educational Research ISSN (E):2832-9791| Volume 7, | Dec., 2022