

BASICS OF TEACHING A NATIVE LANGUAGE USING LITERARY TEXTS

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Abstract

This article reveals the criteria for selecting literary texts for educational purposes. The correct selection of historical and literary texts will allow a correct assessment of the textual basis of current textbooks for secondary schools, and will also serve not only as a means of improving students' Russian speech, but will also play a significant role in the formation of sociolinguistic competence.

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INTRODUCTION

The leading priority of the National Model of Personnel Training is the individual, who is being formed in fundamentally new economic and political conditions. Ensuring the implementation of this priority is based on a comprehensive consideration of world experience, the living conditions of our people, their traditions, customs and habits, and way of life.

It is the national orientation of education that lies in its organic unity with national history, folk traditions and customs, the preservation and enrichment of the culture of the peoples of Uzbekistan, the recognition of education as the most important instrument of national development, respect for the history and culture of other peoples [2, 1997].

The deepening of motivation for studying the Russian language is facilitated by the selection of historical and literary texts that have national significance and are considered not only as a unit of instruction, but also as the main way of organizing educational material in the classroom. Reliance on the use of motivational capabilities of historical and literary texts ensures the development of predominantly communicatively valuable and personally significant types of work on texts for students, which have a positive impact on improving independent work skills, and most importantly, on nurturing and deepening the feeling of love for the Motherland, native land.

A communicative-oriented system of teaching a non-native language is characterized by the convergence of learning activities with the activities of real communication. And it is expressed, first of all, in the selection of educational material (connected texts) and its special organization, which ensures the formation of students' speech activity.

This is facilitated by the fact that texts about outstanding people of the country of the language being studied (Russia) are studied in parallel with the local history texts of a historical and literary nature selected by us (history and culture of Uzbekistan), which creates conditions for a dialogue of languages and cultures, which today is acquiring a huge socio-political and spiritual and moral significance.

We agree with the point of view of N.P. Shulgina that to teach students “to use the Russian language as a means of communication, a means of understanding the world and oneself in it, becoming familiar with culture, to develop in them the ability to competently, actively and creatively master all types of speech activity provide the opportunity for lessons where the highest unit of learning is a text in which all elements of the language system are integrated, combined and synthesized” [3, 2003].

MAIN PART. Since the educational text for students of secondary schools is at the same time a source of information, a model and a means of teaching how to construct an independent monologue, it is necessary to pay serious attention to the model as a primary source with the help of which students develop key skills and abilities of coherent speech.

In order to establish criteria for selecting the text component of teaching the Russian language in secondary schools, we studied recommendations for the selection of texts for non-Russian students, developed at the end of the 20th - beginning of the 21st century by famous methodologists (N.M. Shansky, N.Z. Bakeeva, S. K. Folomkina, T. S. Kudryavtseva, E. A. Bystrova, V. I. Kapinos, B. M. Yesadzhanyan), as well as dissertation research concerning methods of teaching the Russian language in an Uzbek school (A. I. Andriyanova, L.T.Akhmedova, O.V.Kon, E.A.Lagai, M.M.Davlyatova, etc.).

The analysis of the above sources made it possible to group, isolate and apply the following main criteria for the selection of historical and literary texts of a historical and literary nature to the problem we are studying for linguodidactic purposes.

The first criterion is that the text must be informatively valuable (new and relevant) and contribute to broadening the horizons of students.

The second criterion is that the texts must contain a local history component, in particular, reveal the features of life, culture, traditions, character traits of the Uzbek people, aesthetic tastes, natural conditions, and most importantly, the core milestones of history.

At all times, knowledge of the history of one’s native country was considered a necessary condition for the formation of a comprehensively developed personality, a patriot of one’s homeland. This constitutes a wealth of cognitive, developmental and valuable cultural material.

The third criterion is that the degree of information richness of the texts must correspond to the intellectual and cultural level of development of the student, that is, basic information must be accessible to understanding.

The fourth criterion is that the texts must be reasonable in terms of the communicative needs and interests of students, focus on discussion, reasoning, and thereby facilitate verbal communication in the classroom; be entertaining and emotional.

The fifth criterion is that texts must be accessible to perception and understanding from the point of view of the psychological and age characteristics of students.

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The sixth criterion is that texts must reflect real spheres of communication, contribute to the natural enrichment of students’ speech with vocabulary and constructions of the modern Russian language.

Any type of speech has its own linguistic characteristics. For example: in narrative texts, the main ones are actions or states that successively replace each other. For example:

“Getting to know any city is always interesting, like a journey into the unknown and beautiful. Getting to know a city famous in history is doubly tempting. This is one of the ancient cities of Uzbekistan and all of Central Asia - Kokand. It is unique with its “face”, role and significance in history, cultural heritage, extraordinary destiny, glory and fame, which, of course, are determined by the work, talent

and exploits of its inhabitants.

It went down in history at the beginning of the 17th century as the capital of the Kokand Khanate, a major trade and cultural center of Central Asia. It is no coincidence that even today in Uzbekistan Kokand is called the city of poets. In the anthology of Uzbek poetry, researchers count more than 100 names of wonderful masters of words - Kokand people. Among them are the most famous poets Mukimi, Furkat, Gulkhani, Zavki, Nadira, Anbar Atin, Uwaisi and many others." (N. Lukashov)

The connection between sentences must be a chain one, realized with the help of conjunctions, pronouns, adverbs, synonymous substitutions, and lexical repetitions.

Description texts are characterized by a list of characteristics of objects, phenomena, persons, and the presence of predicates - verbs with the same type of meaning of simultaneity of action. For example:

"Kokand is located in the western part of the Fergana Valley, in the lower reaches of the Sokh River, 25 kilometers from the Syrdarya River. The city's greenery is rich and varied. In the courtyards and on the streets, in the spring, apple and pear trees, cherries, apricots and peaches delight the eye with their lush blossoms; dense palmate foliage saves the vineyard from the heat; exotic pomegranate and fig trees bring pleasure with both flowering and fruit.

On the streets, in parks and squares, mighty plane trees, patriarchs of forests - oaks, curly maples, pyramidal and silver poplars, powerful long-lived elm trees, unpretentious tall trees and weeping willows, chestnuts, ash trees, acacias and many other ornamental trees - give residents coolness and clean air. " (N. Lukashov)

Texts of this kind are characterized by parallel communication, carried out using structural parallelism of syntactic constructions.

Reasoning texts are characterized by cause-and-effect relationships between judgments. Therefore, they require three parts: thesis - the main statement, a clearly formulated thought; evidence, arguments confirming the thesis put forward; a conclusion arising from the evidence (conclusion, generalization). They are dominated by linguistic means that express cause-and-effect relationships (circumstances of cause, conditions, complex sentences with subordinate clauses of cause, conditions; evaluative words, affirmation or negation of something). For example:

"Are we really supposed to love our land just because it is rich, that it produces abundant harvests, that its natural forces can be used for our well-being?

This is not the only reason we love our native places. We also love them because they are beautiful to us.

I love my native land because it is beautiful, although all its charm is not revealed immediately, but very slowly, gradually." (According to K.G. Paustovsky)

RESULTS AND DISCUSSIONS. The functioning of speech types is inextricably linked with speech styles. Scientists and methodologists (N.M. Shansky, K.Z. Zakiryanov, Z.P. Daunene, etc.) argue that in Russian language textbooks for the development of oral speech, texts of both journalistic and popular science style should be presented, as well as literary texts.

According to our observations, stories, essays, excerpts from the works of famous poets and writers of Uzbekistan can be effectively used in the classroom both in full, and in fragments, and in compressed form.

The degree and form of adaptation of texts depend on the stage of training, on the level of general development of students, and on their language readiness. Our experience convinces us that the text is suitable if it is adaptive, that is, with minor changes it is applicable for teaching and educational purposes.

Based on our many years of work experience, it has become clear that the role of artistic and journalistic texts in the development and improvement of Russian speech of secondary school students, in particular, in the formation of sociolinguistic competence using historical and literary texts of a historical and literary nature, is enormous.

This is understandable: after all, literature is a great treasury of language. It is in it that language finds its fullest and most perfect expression. In addition, literature is a textbook of life, a source of deep moral and aesthetic values.

In the process of selecting historical and literary texts of a historical and literary nature, we proceeded from the fact that the intensity of students' productive speech, based on literary material (artistic text), directly depends on the degree of understanding of the text, on the multi-level nature of the text.

The first level of understanding (level of knowledge) is predominantly associated with the degree of completeness, and the second level (level of meaning) - with the degree of depth of understanding. Extremely important at the first level is the perception and assimilation of the figurative nature of the word, the activation of emotional and evaluative vocabulary. In the second stage, the ability to highlight and determine the main idea of the text, the main aspects of the content, individual facts, the ability to anticipate information, generalize it, comprehend and evaluate it (from the point of view of cognitive, educational and aesthetic value) is formed.

We agree with the position expressed by researchers L.P. Ataeva, T.N. Martinovich and L.L. Novikova that "creating a motivational basis for educational actions leading to the mastery of speech skills is achieved by selecting educational material that is meaningful for students" [1, 1989]. Such material is a local history text of a historical and literary nature, which provides for a correspondence between the methods of modeling primary texts that students hear and read and secondary texts that students themselves create.

It follows from this that in Russian language lessons it is necessary to create conditions for lyceum students in which they will take part adequately in a specific life situation.

CONCLUSION.

The above criteria for selecting texts, on the basis of which the selection of historical and literary texts will be carried out, will allow us to objectively evaluate the textual basis of existing textbooks for secondary schools, as well as select new, interesting, personally significant additional texts about the history and culture of Uzbekistan for students, which will serve not only as a means of improving students' Russian speech, but will also play a significant role in solving educational and cognitive problems in the educational process.

In conclusion, we note that reliance on historical and literary texts will contribute to the formation of sociolinguistic competence of students in secondary schools, activate their creative abilities, and have a positive impact on the comprehensive development of the student's personality.

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