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TO THE QUESTION ABOUT SOME WAYS TO ACTIVATE PASSIVE RUSSIAN LANGUAGE

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ABSTRACT

Every year, students and interns come to Tashkent State University of Oriental Studies from different countries who have studied Russian at universities for some time. However, their knowledge of the Russian language is rather passive, since, having a certain vocabulary, they cannot use it sufficiently. The article describes the introduction of innovative approaches in the teaching methodology of RFL into the educational process. The content, methods and techniques of teaching are determined not only by the ultimate goals, but also by the degree of preparedness of the students. The effectiveness of training depends on how successfully it is possible to use the existing speech skills and the language stock of students to form new skills, how quickly the disadvantages of foreign language skills are overcome. When setting to activate passive language proficiency, the main attention is directed directly to the formation of speech ability. In order for the tasks of activation to be solved in a short time, all the essential signs of verbal communication should be reflected in the educational material, and the listeners should have mastered.

Keywords: *Teaching The Russian Language, Teaching Features, Educational Process, Teaching Efficiency.*

INTRODUCTION

The types of assignments, the forms of communication between the teacher and the audience, the nature of the students' speech actions should be such that some common features of speech contacts are constantly assimilated. The article shows the dependence of the content, style and tone of communication on the situation, the relationship of the interlocutors, the targeting of speech, the desire to influence the interlocutor, the choice of one's own speech behavior depending on the expected reaction of the interlocutor, etc. The language material of such a course, according to the authors of the article, can be divided into three parts: the actual minimum of activated lexical and grammatical structures, lexical and grammatical means introduced as new material and, finally, linguistic means, the flow of which is regulated by the actual communication needs.

Educational communication should be divided into three stages: 1. training of typical language means familiar to students, 2. introduction of means of speech contact that are missing for more complex forms of speech activity, 3. providing students with the greatest opportunities to define and implement their own speech behavior program. Thus, as a result of the transition from passive to active language proficiency, a transition is made from controlled linguistic situations to fluent language proficiency.

THE MAIN FINDINGS AND RESULTS

The methodology of teaching Russian as a foreign language (RFL) assumes constant updating of the content of education based on the analysis of existing scientific theories. The content of education is constantly updated by searching for appropriate pedagogical technologies. Innovative approaches in teaching RFL are based on the provision that teaching and learning any foreign language is part of the process of language education, which includes value, process, result and system. In the modern multilingual world, the openness of borders and the realization of the individual's abilities in the global cultural space guarantee the student not only a pragmatic knowledge of the Russian language, but also entry into the socio-cultural space [1].

A significant part of foreign students entering the Tashkent State University of Oriental Studies, to one degree or another, speaks Russian, therefore, in our university, the direction of RFL for foreign students and trainees functions mainly as a form of improving speech skills in a certain area, corresponding to the needs of a specific contingent of students.

The content, methods and techniques of teaching are determined not only by the ultimate goals, but also by the degree of preparedness of the students. The effectiveness of training largely depends on how successfully it is possible to use the existing speech skills and the language stock of students to form new skills, how quickly the disadvantages of foreign language skills are overcome. Often our colleagues express the opinion that, for example, the Japanese audience is in some sense difficult for the teacher's work: firstly, the external lack of emotion of students, unwillingness to ask questions and somehow demonstrate whether the material is understood, and secondly, there is a big difference in language systems (such as the presence of declension and conjugation in Russian and the immutability of the Japanese language); thirdly, there are a lot of mistakes in speech made under the influence of interlingual and intralingual interference.

This article is devoted to the peculiarities of working with foreign students and trainees who passively speak the language. This type of incomplete language proficiency, in which receptive

skills clearly outweigh productive ones, is one of the most common when learning a language outside the linguistic environment, therefore, it is noted among many foreigners who have previously studied Russian at home. It occurs as a result of the lack of contact with native speakers or when they are limited and irregular. The main source of linguistic information for passive language proficiency, as a rule, is the Internet and books. Therefore, the lag in listening and speaking skills in comparison with reading is quite understandable. Probably, the methodology of teaching the Russian language, which until recently did not provide a sufficiently communicative orientation of education, does not allow to overcome all the difficulties of mastering a foreign language as a new means of communication and predetermines a passive type of language proficiency. The aforesaid made us turn to the problem of choosing the methods of teaching with the attitude towards activation of the learned passively.

What exactly is passive language proficiency manifested in?

Experience has shown that with a relatively large volume of linguistic material studied by foreigners, its assimilation is not functional enough: in the field of grammatical structures, various elements are usually known, but difficulties are noted when combining them in speech and when producing integral utterances; in the field of vocabulary, the compatibility of words, the sound image of words and the scope of use of individual lexical units are not sufficiently mastered; speech means do not always correlate correctly with communication situations; along with a significant stock of linguistic means, there is a lack of knowledge of the most necessary means of speech contact, that is, the composition of the linguistic stock is also insufficiently functional. Speech behavior is characterized by attempts to apply analysis both in perception and in the production of speech, as well as inability to manage communication with the studied means. The consequence of all these features is the lack of readiness to participate in speech communication. Usually, when meeting students, we ask them to tell or write about themselves. As a rule, this request causes great difficulty and what is expressed or written is limited to two or three phrases such as: "My name is ... I am from ... I am a student." At the same time, knowing the language passively, students often demonstrate a significant supply of language means, they can already operate with rather complex grammatical and lexical material. The problem of memorization, which, according to many methodologists, is central in the acquisition of a foreign language, with the activation of passive proficiency in the language loses its acuteness to a certain extent, the main thing becomes not so much memorization as "remembering" what has already been met, recognizing known material in new contextual conditions and using it for solving communication problems [1].

Taking into account the noted features of passive language proficiency, some parameters of teaching foreign students can be distinguished:

Since the main disadvantage of passive language proficiency is the inability to use the acquired linguistic material in communication, it seems appropriate to direct training towards mastering the communicative aspect itself, operating mainly with language structures and forms known to students, which makes it possible to immediately involve a significant number of linguistic means into communication without undue complication training.

Establishing ways to activate passive language proficiency, we proceed from the assumption that the mastery of verbal communication in a foreign language occurs not only through the sequential assimilation of the means of expressing individual speech intentions. It is impossible

to exhaust all the basic situations, to provide for all the speech needs of students (even within the set goals and for a certain contingent), just as it is impossible to cover all permissible language combinations. Identification of typical communication needs of students is necessary for a methodologically grounded organization of the course, increasing the motivation of students, and ensuring the purposefulness of training. However, learning by intentions tends to go beyond specific communication tasks and specific situations, just as learning by thematic principle turns out to be productive only in those cases when it goes beyond the boundaries of certain topics. This means that on the basis of certain topics, situations, intentions, the norms of speech behavior are mastered. Not only the linguistic aspect of the speech production is mastered, but also the social-role and national-cultural ones. The student masters the tactics of verbal communication [2, pp. 478-480], the level of his "communicative competence", the ability to navigate in the circumstances of communication and to resolve the emerging communicative collisions increases.

When setting to activate passive language proficiency, the main attention is directed directly to the formation of speech ability. Since in the case of passive language proficiency this aspect was missed, it has to be introduced additionally, and it is he as such that becomes the subject of instruction. It is known that in many countries there is traditionally a large number of students in groups and in the classroom, reading and grammar are mainly studied. The knowledge assessment system often involves the form of written tests, as a result of which foreign students are often focused on passive perception of lectures in order to prepare for the test.

In order for the tasks of activation to be solved in a short time, the educational material should be reflected, and the listeners should have mastered the main signs of verbal communication.

The types of tasks, the forms of communication between the teacher and the audience, the nature of the students' speech actions should be such that some common features of speech contacts are constantly assimilated, at the same time their uniformity and diversity.

Some typologization of situations outlined in the educational and methodological literature [3, pp. 248-252; 5] allows the teacher to select only those types of work that really respond to the attitude towards mastering the patterns of speech behavior: they show the dependence of the content, style and tone of communication on the environment of communication and the relationship of interlocutors, the targeting of speech, the desire to influence the interlocutor, the choice of one's own speech behavior depending on the expected reaction of the interlocutor, etc. The regional content of the main situations that meet the communicative needs of listeners is mastered. Along with the development of specific situations and conversational topics, a set of fairly universal speech reactions is distinguished, with the help of which the student can still carry out spontaneous communication. Speech practice is organized in such a way that students are constantly faced with the need to navigate in the conditions of communication offered to them or established by them.

This orientation of teaching neutralizes the inhibitory effect of receptive language acquisition, forms a new language experience for students, thanks to which the transition from book language proficiency to living and natural language is the least painful and rather quick.

The mastery of speech behavior in situations typical for the country of the target language and for contacts of representatives of different countries is recognized by persons who have already

studied the Russian language as a new, unknown side of the functioning of the language, due to which the entire course, despite the fact that it is based on language material familiar to students is assessed as a new step in language learning, and not as repetition and training of the known, which is important in itself, as it increases interest and enhances the motivation for learning.

Although the linguistic content of communication is not singled out as a separate aspect [6], in our opinion, it is still regulated in the preparation of programs and teaching aids, which makes it possible to activate the language means most typical for the communication tasks of the course in the speech of listeners and to solve some correction problems. Consequently, selection and special training do not apply to all lexical and grammatical means introduced into the activating course. The language material of such a course can be divided into three parts.

The first part is actually a minimum of activated lexical and grammatical constructions, usually familiar to the listeners and introduced with a focus on the accuracy of word usage. This minimum includes constructions that make up the "core" of the linguistic support of topics and situations. Being mostly familiar, this language material is easily included in the speech of listeners and is assimilated in the process of educational communication in the combinations necessary for speech, being at the same time the basis for the development of the skill of combining language units. The formation of this skill is facilitated by the fact that communication exercises - participation in a dialogue, reaction to certain circumstances set in educational communication, constantly require students to reorganize (regroup, replace, etc.) linguistic units. This ensures a fairly quick functional assimilation of the basic minimum of language means that students can use in different communication conditions.

The second part of lexical and grammatical means is introduced as new material. These are, first of all, typed means of speech contact. As testing shows, they are usually not learned by mastering the language in a receptive way. Currently, they are usually given in connection with the rules of speech etiquette, however, they can be presented much more broadly, for example, as a means of entering into a conversation, avoiding a conversation, expressing the desired reaction with a greater or lesser degree of certainty, etc. (A you know ..., I heard ..., how can I tell you ..., by the way,).

And, finally, the third part of the lexical and grammatical composition (large) is made up of linguistic means, the receipt of which is regulated by the actual communicative needs, and the main criterion for the success of the course is the ability to resolve various communication problems with acceptable grammatical and lexical incorrectness of speech within certain limits, the ability communication tasks language means known to students from previous experience.

The very construction of an activating course differs from the training itself: we usually begin the lesson with a question-and-answer conversation at the household level: questions are asked concerning the daily life of foreigners: What day is it today? What time did you wake up? What did you do last night? etc. These are exercises in communication, but on relatively simple material, obviously familiar to students, the use of which has already been brought to certain speech automatisms. Then its rapid expansion is ensured, accompanied by verification and reminder of the most important speech means for the situations involved.

The construction of a separate lesson and the entire course is determined by the complication of educational speech activity, the transition to forms that require students to independent speech behavior.

The first stage of educational communication provides speech activity, controlled according to different parameters: target, situational, according to the characteristics of the participants in communication, according to the set language programs. It correlates with the regulated lexical and grammatical content and includes the training of typical linguistic means, familiar to the listeners, but in need of activation. Simple forms of speech behavior are mastered - a reaction to a situation, micro-dialogue, a detailed replica, etc.

The second stage provides the introduction of the means of speech contact that are missing for more complex forms of speech activity. Whole programs of speech behavior are assimilated, their language predestination decreases, the mobility of the components of controlled situations increases.

The third stage provides students with the greatest opportunities to define and implement their own speech behavior program. The transition from controlled situations to free behavior is carried out. This stage ensures the handling of a large lexical stock, contributing to the extraction of words from the passive and the assimilation of a certain number of new linguistic means. The latter are assimilated against the background of familiar material partly as a combination of it, partly as a missing link for expressing meaning. The rapid mastery of new linguistic means in the mainstream of speech activity is supported by associations with familiar linguistic material and is facilitated by the fact that at this stage speech skills reach an already known level of dynamism. For example, in Japan, in the classroom, students read Russian folk tales "Kolobok", "Turnip", "Geese-Swans", etc. In the classroom, we suggest watching cartoons based on these tales. Students watch with interest, retell the cartoon, and then, already at home, watch other Russian films and cartoons on their own and retell their content in the classroom, answering questions about what they have seen.

The main source of the intensification of learning in the conditions of one-year education is the "tension of the speech need" (A. N. Leont'ev) among students, resulting from their interest in the content of the lesson, under the influence of the communicative atmosphere in the group, corresponding to the teacher's strategy, the teaching materials used, problem situations, etc. This principle, which is important in general when teaching speech, is especially relevant when setting on activation.

It is known that a tendency to analyze is one of the characteristics of an adult, including a student, audience. When working with a book in a foreign language, this feature often manifests itself in the desire to analyze the linguistic phenomena of another language, in the desire to comprehend linguistic forms. Therefore, the activating courses especially emphasize the role of oral forms of work [7, 8], setting a pace that requires immediate reactions from students, that is, the form of presentation of educational material takes students away from its analysis. This explains the preference for listening to reading in homework.

It is even more important, however, to emphasize the role of the problematic nature of teaching and the use of assignments that encourage listeners to produce independent speech acts. It is important that the propensity for the analysis of adult learners is aimed at solving substantive

rather than formal language problems, so that the teacher's statements and teaching materials put students in front of the need to reflect. In this case, they often manage to overcome the constraint that comes from passive language skills themselves, and their participation in educational communication becomes natural; the listener finds himself in a role familiar to him when using his native language, which facilitates the transfer of the relevant skills of his native language to a foreign one.

The desire to express his thought most convincingly makes a person in his native language look for means of its expression. The desire to understand the interlocutor, to learn from him what seems interesting, to object to him or support him creates a state that stimulates the search for the necessary language means, develops verbal resourcefulness. Passion for the learning process, emotional and intellectual stress (and their relationship is beyond doubt) contribute to the activation of the learned passively.

Thus, the tension of speech needs, the problematic nature of tasks, the use of internal motivation of students are absolutely necessary to increase the efficiency of activation processes.

In the context of group learning, such recollection becomes collective. It often happens that at first the listener does not seem to be able to express his thought, he obviously lacks the means for this, but as soon as the subject of the conversation becomes common, he, having listened to others for some time, enters into the conversation quite freely.

Such observations force us to devote a significant place to conversations in which the whole group participates, and it seems preferable that the listeners engage in the conversation on their own initiative, and not in response to a direct question from the teacher (a question-problem is posed to the entire group). Let us refer to the following example: vocabulary tasks were performed by each student in the group in writing, then the same exercises were done orally; at the same time, significantly more words were named than there were in all written works.

It seems that special types of exercises (especially vocabulary) can also be developed that would contribute to remembering what was previously encountered, that is, along with involuntary, voluntary "remembering" is stimulated. In this regard, the role of reminding the main means of expression in the form of a story or a teacher's address, vocabulary work, preliminary reading of a text on a similar topic, the role of visual supports - drawings, photographs, etc. should be assessed.

CONCLUSION

It is important to include in the course a sufficiently wide and varied speech material that can evoke numerous associations among students. This idea is suggested by the hypothesis developed, for example, in the work of A. Jacykiewicz, about the existence in the memory of those studying a foreign language of a complex system of intra-verbal associations, separate from the system of intra-verbal associations of the native language [11].

Thus, the course of teaching the Russian language, aimed at activating passive language proficiency, has a number of differences from the teaching itself, although, of course, it is conducted within the framework of those general principles that determine the effectiveness of teaching a non-native language as a means of communication according to the data of modern psychology and methodology. After reviewing some of the characteristics of this course, we

wanted to highlight the idea that all language learning is specifically targeted. Moreover, the more concretely it is oriented, the more successful its results are.

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