

## LITERARY TEXT IN THE RUSSIAN LANGUAGE CLASSES IN A FOREIGN-LANGUAGE AUDIENCE

Boltaeva Manzura Sharipovna  
Bukhara State University

### ANNOTATION

Work with a literary text plays a significant role in the modern methodology of teaching the Russian language in a foreign language audience. Artistic text is valuable for its versatility. It has a powerful linguoculturological potential: the semantic perception of the means of its linguistic expression, linguistic reflection on them gives the student certain knowledge about the culture of the country of the language being studied, helps to get used to the new language space.

**Keywords:** literary text, professionally oriented technique, communicative personality, advertising.

### INTRODUCTION

The Russian language at the university in a foreign language audience plays an important role in the education of the communicative personality of the future specialist, the formation of skills related to professional speech communication. It is designed to enrich students with those knowledge in the field of language that will assist in the implementation of professional activities, and contribute to the further development of the student's communicative personality as a person who is able to communicate effectively in Russian in a variety of socially and professionally significant speech situations.

Currently, in the methodology of teaching professional speech, the axiom is the position that the didactic unit capable of integrating the language and speech training of future specialists is the text. Hence, an important methodological issue in organizing classes in a student audience is the question of selection criteria and approaches to the use of the text.

When solving this issue, it is advisable to start from the concept of a communicative personality through the prism of the goals and objectives of higher professional education. The communicative personality of a specialist as a content-target concept of language education at a university is a set of distinctive personality traits that reveal themselves in professional communicative behavior, in the products of speech activity created by the personality - texts, and provide the effect of communicative activity while observing ethical requirements.[1] professions.

Professional communication is carried out with the help of speech activity, which is the process of creating and perceiving texts that are relevant to a professional speech situation. If the unit of communication is the text-genre, then the unit of professional communication is the genre of professional speech. A. V. Koreneva notes that “genre is a very important concept in professional communication, since representatives of one or another specialty, one or another “discursive community” are united, among other things, by a certain set of oral and written genres that they use in professional communication »[2, p. 132].

The student audience needs authentic texts, which, firstly, represent genres of professional discourse (for example, economic, medical, legal, pedagogical, etc.); secondly, they expand the horizons of students in the field of the scientific knowledge that they comprehend by studying special sciences, as well as in the field of knowledge about the culture of the country of the language being studied; thirdly, they educate the communicative personality of a specialist, giving an idea of the norms and rules of professional communication, requirements for personal qualities specialist and his speech behavior - a communicative (speech) ideal (for example, the communicative personality of a doctor, teacher, manager, etc.), i.e. contribute to the implementation of such a technique that will help students "communicate in Russian in a Russian-speaking society, use the Russian language as a tool for understanding the culture of the Russian people (way of life and customs of everyday life, history, politics, literature and science)" [10, p. 8].

The given directions work in the selection of texts for both lexical and grammatical topics, and for topics related to the culture of speech and style, as well as taking into account the methodological load of the text (whether it acts as a text for analysis, creative work, verification work, test element and etc.). At the same time, given that the role of the text in the formation of professionally significant speech skills creates an organic chain in methodical work "from text to text", the thematic and genre correlation of texts is very important.[2]

Literary texts can provide significant assistance in organizing effective work in the classroom in a foreign language audience, because, firstly, they are authentic, secondly, they model real communicative situations, sometimes more representatively, since they do this through an artistic image, and thirdly, have great emotional potential, which is important in a foreign-language audience. According to the apt observation of N. S. Prokurova, even "students who have not yet fully learned to speak and write in the target language can participate in communication based on what they read, if the literature they read touches on areas of activity close to them, if its subject is of professional interest to them, since all this creates the necessary motivation for them to perceive what they read" [7, p. 591].

At the same time, the knowledge gained by students as a result of working with a literary text is used in the future at a new level, as if translated into professionally oriented knowledge.[3]

Let's illustrate what has been said on the example of acquaintance of students of the direction "Tourism" with advertising as a genre of professional speech.

An advertising text is a text that fully implements the two most important functions of a journalistic style - to communicate and influence.[4]

Any advertising text contains:

- 1) information about goods or services;
- 2) utilitarian assessment;
- 3) motivation for such an act or opinion that brings advertisers some benefit.

It is very important to convey to students the close connection between the influencing function of advertising and those linguistic means that serve this purpose.[5]

Impact is such a speech action, as a result of which, in the mind of the addressee, it seems to begin to live its own life, very often remembering a certain image in place and out of place.[6]

When is a person interested in buying something? When he needs it, or rather, he realizes that he needs it. Therefore, there is one important mechanism at the heart of the language of

advertising. The language of advertising, as it were, tries to translate the quality of goods and services into the language of the needs and requirements of buyers. Quite often in advertising, for this purpose, the technique of creating a problem is used and, as a result, and expected by the audience, a solution to the problem.[7]

Advertising has a presentation strategy - to present a product and service in a favorable light, to distinguish the advertised object from the same others, to focus on attractive aspects, that is, to create an attractive advertising image.

This advertising is helped by evaluative vocabulary with the meaning of a positive assessment of different parts of speech (not only adjectives, but also nouns, verbs, adverbs). She participates in such an advertising technique as exaggeration, or hyperbole. Attractive properties of the advertised object are presented - they increase as if under a magnifying glass. With the help of such vocabulary, an attractive advertising image is formed.

and influence on the addressee.

The impact of advertising as a text is expressed in such a property as appeal, since the task of an advertising text is to encourage a potential consumer to purchase the advertised products, to force them to buy. This is a rather complex mechanism of influence on the consciousness of the addressee. Reading and analyzing the story of N. A. Teffi "Advertising" helps to illustrate all the qualities and linguistic features of the advertising text noted above.[8]

Before reading the text, students are given brief information.

about the writer, her style and direction of her stories. For the effectiveness of using the text for methodological purposes, it is recommended to use the text in its entirety. For example, before reading the passage, we offer students pre-text tasks like:

- How, in your opinion, is the call expressed in Russian? How do you understand the appeal of the advertising text? In what way can it be expressed? What is the ad calling for?

"Have you noticed how new advertisements are composed?" Every day their tone becomes more serious and impressive. Where it was previously suggested, it is now required. Where before it was advised, there now it is inspired.

They wrote like this:

"We would like to draw the attention of the most respected buyers to our delicately salted herring."

Now.

"Always and everywhere demand our herring!"

And it feels like tomorrow will be: "Hey you! Every morning, as soon as you open your eyes, run after our herring!" [8, p. 163].

After reading, we analyze it using post-text tasks like:

- Can this story (excerpt) be considered humorous? What indicates this? What forms of the verb are used in the advertisement of the story? How do you understand the word "most venerable" when it is used? What does the expression "to open one's eyes" mean in Russian? How is conscription expressed in advertising, according to N. A. Teffi? Does this reflect real advertising? Why?

It is important to draw students' attention to the fact that Teffi brought this feature of the advertising text - invocativeness - to grotesque aggressiveness, exaggerated it.

The writer was able to psychologically subtly expose the essence of the advertising strategy and the subconscious psychological impact that it has on "a nervous and impressionable person." Language means of conscription lie in the field of syntax. Advertising does not tolerate both verbosity and complicated syntactic turns, since by its nature advertising must be dynamic: only dynamic text can call for some kind of action. In the text of the story, there are enough grotesque examples of constructing such advertising, for example, "Buy! Buy! Buy! Without wasting a minute, the bricks of the Sigaemv brothers!" [8, p. 164]. "Demand our entire signature in red ink: Bekkenzon and son!" [8, p. 164]. With their frank simplicity, they once again enable students not only to see, but to feel what appeal is, and how it can be expressed in advertising. After the conversation, it's time to move on to a more detailed consideration of the linguistic means of expressing conscription in advertising, and to give an idea of both direct means of expressing conscription and indirect ones. The teacher's word may be something like this: "The most obvious means of expressing an appeal is open calls - incentive constructions, examples of which are given in the just-cited work of Teffi (demand, run, buy). Incentive constructions that express an order, offer, call, invitation are frequent in advertising texts, since they give liveliness to the statement, emotionality, convey the immediacy of colloquial speech, serve as a kind of signal in advertising, expressing a call to action. However, the art of impact is a subtle thing. Recent research in world linguistics, as well as in Uzbek linguistics, has shown that the first dictionaries in the history of linguistics were created for purely practical needs - for educational purposes.[9]

The nature of the semantic volume of the word, language corpus and creating Uzbek language corpus is under the analysis of this article. This issue of principle importance for semasiological research has been interpreted in different ways in linguistics.[10]

In the national economy, as in the economic systems of a number of foreign countries, the concept of public-private partnership (PPP) is being actively implemented.[11]

To express the call in an indirect form, there are some techniques:

- Promise. You will learn. You will feel... When you buy from above... you will receive a gift!
- transfer of attractiveness and appreciation from the product to the consumer. You deserve it... I deserve it... Only for the most sophisticated customers...
- Rhetorical question. Wouldn't that make your life easier?! Could there be anything more reliable?!"

The next stage of work in the lesson is the stage of analysis of authentic advertising texts. Thus, the use of a literary text in the classroom, taking into account a professionally oriented thematic and genre orientation, creates a favorable information and intellectual environment for teaching the professional speech of future specialists.

### LITERATURE

1. Dikareva, A. V. On the formation of linguo-sociocultural competence in the process of teaching the Russian language to foreign students / A. V. Dikareva // *Izvestiya VolGTU*. - 2013. - T. 14, No. 16 (119). – P. 84–86.
2. Ippolitova, N. A. Text in the system of teaching the Russian language at school: a textbook for students of pedagogical universities / N. A. Ippolitova. - Moscow: Flint, Nauka, 1998. - 176 p.

3. Kolesova, N. N. Teaching foreign students of a medical university the genre and style features of professional speech / N. N. Kolesova // Bulletin of the Faculty of Humanities of IGHTU. - 2014. - No. 6. - P. 140–142.
4. Koreneva, A. V. Professionally oriented teaching of speech genres to students of the specialty "Social work" / A. V. Koreneva // Bulletin of MSTU. - 2008. - V. 11, No. 1. - S. 138–144.
5. Kulibina, N. V. Why, what and how to read in the classroom? / N. V. Kulibina. - St. Petersburg: Zlatoust, 2001. - 264 p.
6. Teffi, N. A. Collected works / N. A. Teffi; comp. and preparation of texts by D. D. Nikolaev,
7. E. M. Trubilova. T. 1: "And it became so ...". - Moscow: Lakom, 1997. - 384 p.
8. Saidova M.Sh., Boltaeva M.Sh. Teaching professional and general cultural competencies of students of the "Tourism" direction in Russian language classes./ Achievements of science and education./ Scientific and methodological journal. No. 5.2020
9. Mirxanova, G. R. (2022). STAGES OF ENHANCEMENT OF SYNONYM DICTIONARIES. International Journal of World Languages, 2(1).
10. Bahodirovna, A. D. Semantic Labeling of Language Units. International Journal on Integrated Education, 3(1), 177-179.
11. Madumarov Talatbek Tolibjonovich, & Gulomjonov Odiljon Rahimjon o'g'li. (2021). PREREQUISITES FOR THE DEVELOPMENT OF A LEASING MECHANISM IN PUBLIC - PRIVATE