

THE USE OF SONGS AS A STUDY TEXT IN THE PROCESS OF LEARNING THE RUSSIAN LANGUAGE

(The problem of educational texts in the modern methodology)

Abdurahmanova Dilbarhon Abdulxamodovna

Namangan Institute of Engineering and Technology, Russian Language Teacher

ANNOTATION

The article discusses the effectiveness of using song material in Russian language classes, the fact that songs are a resonant example of speech, and through singing, language learners lose the fear of making mistakes when communicating in Russian, and for Russian language students it becomes easier to learn the methodology of the language and, of course, to interpret the complexity and diversity of a foreign culture. The versatile nature of the effect of singing helps to use it for various purposes, including in the process of teaching foreign languages to adults and children.

Keywords: text,songs, educational methodology, replica-reaction? positive emotional background,songs, lexemes, phrases, communication, speech.

The use of poems and songs in teaching Russian as a foreign language has a long and effective methodological tradition. As a rule, they are used to bring students closer and faster to the world of Russian traditions, to diversify education, to provide a positive emotional background, and to master difficult lexemes and expressions in the relevant cultural context. However, "at the initial stage of language learning, it is very difficult to use literary poetic and song texts, because in many cases they have unfamiliar vocabulary, unknown grammatical forms, inverted constructions that require special explanation, which ultimately make the teacher's work difficult, not easier" [Savchenko 1993: 48].

The methodology of creating and using educational poetic texts designed for mastering grammatical and syntactic material in a simplified way has been developed to a lesser extent. At the same time, the prospects of this direction are confirmed. "The undoubted fact is that the rhythmically organized text is easier to remember by the students and later can be repeated spontaneously in the form of ready-made speech formulas and structures in real communication situations" (Savchenko 1993: 48).

E.O.Savchenko divides his texts into two groups according to the main didactic task. The first group includes texts "aimed at memorizing speech etiquette and response-reaction formulas in response to a given question" [Savchenko 1993: 49].

For example:

КАК ДЕЛА?

- Расскажите мне сейчас,
Как дела идут у вас?
- Всё прекрасно!
- Всё отлично!
- Всё не хуже, чем обычно!
- Всё нормально!

- Всё ужасно!
- Всё чудесно!
- Всё прекрасно!

"This poem can be used in the first days of teaching the Russian language to foreigners. In fact, this is a micro-dialog with response options. After the poem, "How are you?" to the question, students not only say "Good!" they can give an official answer, but also answers that more accurately reflect their emotional state and mood at the moment" (Savchenko 1993: 49).

The second group includes rhyming texts "aimed at processing lexical-grammatical material" [Savchenko 1993: 49].

ГДЕ ВЫ БЫЛИ?

- Расскажите, где вы были,
Если вы не позабыли.
- Были мы на факультет(е),
И в столов(ой), и в буфет(е),
В магазин(е) были, в школ(е),
На рек(е), в лес(у) и в пол(е),
И в картинной галере(е),
И в театр(е), и в музе(е),
На концерт(е), на балет(е),
В цирк(е), в университет(е),
И в бассейн(е) побывали.
Очень сильно мы устали!

"This poem can be offered to students as a written exercise, in which they must use the endings of nouns correctly in the endings. After completing this task, a poem is read aloud to students in order to practice pronunciation of nouns with prepositions *в* and *на* " [Savchenko 1993: 49].

At the initial stage of our research, we created several mnemonic poetic texts aimed at remembering relevant lexical and grammatical information. Some of them were published in the manual [Nechaeva, Nizkodub 2015], and were also tested in 2014 within the framework of the 43rd correspondence stage of the Open International Olympiad on the Russian language for schoolchildren. Here we give one example dedicated to mastering the semantics of the verb prefix *до*:

- Чтоб спокойно и весело жить,
До конца надо всё доводить:
Досмотреть, дочитать, дописать,
Доварить, доиграть и догнать.

However, the results of the test showed that the original songs proved to be preferable as learning texts than the non-original mnemonic verses in the study of phonetic, lexical and grammatical topics.

E.V. Nosonovich and R.P. Milrud came to the same conclusion regarding the material for teaching English. They rightly point out that repetition of language units facilitates memorization, but in inauthentic, artificial texts this repetition is often achieved by deviating from the natural usage of the language. As a result, these authors conclude that the repetition of studied vocabulary and grammatical constructions should be increased "not because of

interference with text structure, but because of post-text exercises" [Nosonovich, Milrud 1999]. Our focus on repeating certain words, verses, and 2-4 line refrains is quite natural in songs of all genres and styles. And this is another argument in favor of using songs as educational texts. Thus, the problem of educational texts is relevant due to the variability of the language, the development of educational methods, as well as socio-economic changes.

The requirements for modern educational texts are formed and based on the classic works of A.R.Arutyunova, E.M.Vereshchagin, M.N.Vyatyutneva, D.I.Izarenkova, V.G.Kostomarov.

As part of the communicative-active approach to teaching Russian as a foreign language, the educational text should not only show ways to solve the communication problem and contain the necessary lexical and grammatical material, but also be used with a set of pre-text and post-text tasks, as a rule, at the pre-communication stage. When choosing texts, first of all, it is necessary to rely on the content of the communicative minimum of the textbook for a certain stage of education.

Structurally, the educational text should provide interesting and relevant information for students, be adequate to the real image of the language of the country being studied, meet the criteria of naturalness and be linguistically comfortable, should include knowledge, regional, moral, emotional, aesthetic components that allow a debatable approach. .

Two opposing approaches to the sources of educational texts are presented. The first involves the use of literary works of high literary quality in the educational process. At the same time, two questions remain unresolved. First, which texts should we focus on: Russian classic literature or modern literature? Second, should they be adapted? N.V. Kulibina's article entitled "Adaptation is impossible to understand" published in the magazine "Russian Language Abroad" - exactly these punctuation marks were used [Kulibina 2013].

The second approach is to create special texts for use in teaching Russian as a foreign language. This practice has existed for a long time, but recently there have been textbooks and books for reading, the authors of which (I.V. Kurlova, O.E. Chubarova, A.Yu. Petanova, etc.) have managed to create cycles of quality texts containing [Chubarova 2014; Kurlova 2015; Kurlova 2016].

REFERENCES

1. Савченко Е.О. Учебные стихи как средство активизации познавательной деятельности учащихся на начальном этапе обучения русскому языку // Русский язык за рубежом. - 1993. - №4. - С. 48-51.
2. Нечаева Е.В., Низкодуб Ю.В. Созвездие русских глаголов (лексическое лото). Пособие для изучающих русский язык как иностранный. - СПб.: Златоуст, 2015. - 72 с.
3. Носонович Е.В., Мильруд Р.П. Параметры аутентичного учебного текста // Иностранные языки в школе. - 1999. - № 1. - С. 11-18.
4. Арутюнов А.Р. Теория и практика создания учебника русского языка для иностранцев. - М.: Русский язык, 1990. - 168 с.
5. Верещагин Е.М., Костомаров В.Г. О лингвострановедческом аспекте учебника / Е.М. Верещагин, В.Г. Костомаров // Содержание и структура учебника русского языка как иностранного / Сост. Л.Б. Трушина. - М.: Русский язык, 1981.С. 154-170.

6. Вятютнев М.Н. Теория учебника русского языка как иностранного (методические основы). - М.: Русский язык, 1984. - 144 с.
7. Изаренков Д.И. Обучение диалогической речи. - 2-е изд., испр. - М.: Рус. яз., 1986. - 160 с.
8. Костомаров В.Г. Требования к грамматическим упражнениям. В кн.: Материалы V Международного методического семинара преподавателей русского языка стран социализма. - М.: Изд-во Московского ун-та, 1965. - С. 199-210.
9. Кулибина Н.В. Адаптировать нельзя понять. Принципы адаптации художественных текстов в соответствии с «Общевропейскими компетенциями владения иностранным языком» // Русский язык за рубежом. - 2013. - № 5. - С. 22-30.
10. Курлова И.В. Приключения иностранцев в России. Рассказы для чтения и обсуждения. - М.: Русский язык. Курсы, 2015. - 136 с.
11. Чубарова О.Э. (ред.) Шкатулка: Пособие по чтению для иностранцев, начинающих изучать русский язык. - М.: Русский язык. Курсы, 2014. - 224 с.