

## EDUCATIONAL MATERIAL IN TEACHING COMMUNICATIVE ABILITIES TO STUDENTS AND THEIR CONTENT

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### ABSTRACT

The article touches upon the most important issues of the theory of teaching students communicative abilities on the basis of tasks, exercises, describes the technology of their fulfilment. The authors have highlighted the characteristic features of students, which should be taken into account in the learning process and which directly affect the qualitative organisation of work with educational material.

**Keywords:** learning technology, psychological characteristics, individual abilities, communicative competence, learning strategy, formation of skills and abilities.

### INTRODUCTION

One of the basic categories of modern communicative methodology of teaching RCT is tasks, exercises and technology of their fulfilment.

The goal of learning - mastering communicative competence - does not depend on the students' mother tongue, whether Russian is their first or second foreign language, or whether they study in a language environment. The main thing is the sequence of work on language material, determined by the very nature of language acquisition, described in the works of scientists and methodologists.

Naturally, the specific conditions each time will influence the content of exercises, their form and volume. Of particular importance are also the individual characteristics of students of the same study group, to which the teacher must adapt in one way or another. Psychological and physiological characteristics of young people studying RCT are changing and this cannot but influence the general learning processes. And although each personality is unique and inimitable and each generation is made up of individuals, nevertheless, it is impossible not to take into account the common qualities that characterise this or that generation and significantly influence the organisation and technology of the learning process, not to mention that students' interests should largely determine the content of textual material, including exercises (Gavrikova 2016, Bloom 2019, Rubleva 2017).

The content of texts in textbooks is rapidly becoming outdated. New forms of exercises are required. However, this does not cancel the general strategy of teaching, which is subject to the laws of formation of skills and skills of speech activity, underlying communicative competence.

Let us dwell on the main features of students, which cannot be ignored in the general process of their learning:

1) high speed of information perception with unstable attention and inability to concentrate on a certain type of activity for a long time;

- 2) inability to perceive long texts; it is much easier and more familiar for them to read several short texts than one long text;
- 3) visual support is needed when assimilating information, thinking is based on visual images accompanying the text rather than on the logic of the text itself;
- 4) unstable and poor memory, they remember not the content of information, but the place where this information can be found;
- 5) markedly reduced ability to analyse;
- 6) work for the result, they want to get everything, now and at once, without stopping at difficult transitional stages;
- 7) speed is an indicator of learning efficiency;
- 8) ability to switch from one activity to another;
- 9) desire for self-affirmation;
- 10) tendency to reflexion;
- 11) quick fatigue.

All these qualities directly affect the organisation of work with the training material. Consequently, there is a need for a greater variety of exercises and learning tasks, and the exercises should be short and not contain too uniform examples.

Relevant texts and tasks that simulate communication situations are needed. The pace of learning itself should be high: the presentation of information should be faster, less time should be given for solving tasks, results should be obtained, analyzed and reacted to immediately.

Setting specific deadlines for completing tasks and clearly explaining the system of assessment and rewards stimulate students to self-managed behaviour, which increases the effectiveness of classes. Such requirements existed before, but now their presentation, wording, and content are changing, becoming shorter and clearer.

It is necessary to introduce into the educational process much more various kinds of competitive games, blitz tournaments, project tasks with the choice of the best project, etc. All these have certainly been used for quite a long time, but the share of such practices is growing, and the arsenal of technical possibilities for their implementation is expanding.

Further, it is necessary to dwell on such an important aspect of training as the content of training materials.

Only after obtaining information about students' aptitudes and interests, having compiled a list of the most relevant topics for them, it is possible to start selecting and preparing the texts themselves, selecting the problems to be discussed and the texts of even the simplest training exercises such as Instead of dots insert... (there is still nothing to replace them, despite the efforts of even such famous methodologists as B.A. Lapidus or E.A. Passov).

However, one cannot ignore the fact that it would be pedagogically wrong to rely only on the interests of students when compiling teaching materials, especially when it comes to children and young people, because then the factor of developmental learning would cease to operate. All these factors make teachers look for opportunities to create such exercises, which would be more logically consistent, strictly following the principle of transition from simple to complex and real-life speech acts. They should be realised in conditional/communicative exercises in speech of different types, which should be present from the very beginning of training, if

possible. There is no opposition of preparatory/conditional-communicative exercises on the principle of first - then. Practice shows that conditionally communicative and communicative exercises can be introduced from the very beginning of training, which does not diminish the role of preparatory exercises, without which no one has ever managed to build effective speech training.

### **What are the main characteristics of the proposed exercises?**

From the very beginning, it should be said that the developed system of exercises does not refer to any particular level of language proficiency; it refers to the stages of work with the studied language material and from its initial input to its output in the students' own speech. Another thing is that not all types of exercises can be used at all stages of learning. For example, many exercises related to creative independent speech cannot be used in their entirety at the very beginning of language learning due to the fact that the learner possesses a small amount of linguistic means, although even for this level there are various exercises, realised also in natural speech situations.

The proposed exercises can be divided into several groups, built, as mentioned above, on the principle of transition from simple to complex, which is realised here through the degree of specified linguistic and semantic material necessary to build a linguistic response to the task, to the situation. The principle of transition from simple to complex is realised through the degree of independence with which the learner builds his/her linguistic response to the stimulus/task - from practically zero (when there is a content for his/her utterance that is fully formed by linguistic means, i.e. has already passed the level of lexico-grammatical structuring) to full independence of content selection in accordance with the communicative need available in the speech situation. Thus, the first group includes such exercises in which the pupil only observes and analyses the input language forms, their relation to the displayed phenomenon of extra-linguistic reality. The other group includes such exercises in which the pupil independently finds the linguistic design of his/her thoughts, which are born in natural speech conditions, the launching of which is thought out by the authors of textbooks or the teacher.

When dividing the exercises into groups, the main criterion was the presence of a speech situation: if there is a speech situation, it is a communicative exercise; if there is no speech situation, it is a preparatory exercise, which can be very complex both in terms of the language forms used and the content (for example, a retelling of a text that has no communicative task and is not addressed to anyone but the teacher). Exercises that are not communicatively directed to anyone, i.e. without communicative influence on the listener, correspond to the level of the subject situation, but not to the speech situation.

Thus, all exercises that lack a communicative/speech situation should be classified as preparatory exercises. However, here we should make the following remark. Remembering I.A. Zimnya's definition of speech (speech is the process of forming and formulating a thought), such exercises as retelling a text or composing a story based on a picture can be called speech exercises, but not communicative exercises. In these exercises, coherent statements can form a text of one or another length, denoting the situation of reality without reference to any communicative process of its objectification in the speech of the participants of the communicative act. In other words, they are only subject situations, drawing this or that

fragment of reality without regard to who and why objectified this fragment with linguistic signs and why. In such exercises, the subject level of situationality is ensured. A typical exercise of this class is the retelling of a text, which may well be complex in terms of the content it conveys.

Communicative exercises, which are the most important component of the language teaching process, are divided in the teaching process into conditionally communicative (CC) and truly communicative (C). In conditionally communicative exercises, there is a speech situation, but the learner does not act in them of his own free will, but according to the teacher's will or the textbook's assignment. Genuinely communicative exercises, in which the student already speaks on his or her own behalf, selects and formulates the content in accordance with his or her own communicative task, are the concluding link in the system of exercises. This kind of exercises is assigned by the teacher, who selects the topic and the nature of the exercise itself (project, discussion, case technology, quest, global simulation, etc.) in accordance with the language and intellectual capabilities of the students. It is also important to take into account the fact that these exercises are the obligatory final link of training. However, this does not prevent them from appearing at the very beginning of the training, if the training material has prerequisites for this (e.g. answers to general or alternative questions relating to the learner's personal experience: Do you like playing hockey?).

Since the presence of a situation of one or another type is an important characteristic of an exercise, we consider it necessary to specify the type of situation involved in the exercise: it is a subject situation, a conventional speech situation and a natural speech situation. Correlating pairs between situations and types of exercises are quite well built:

- no situation at all or it is a subject situation - preparatory exercises;
- conditional speech situation - conditional communicative exercises;
- natural speech situation - communicative exercises.

Thus, in the following paper we will review and present specific examples of exercises included in this group one by one. Of course, it is impossible to cover all the existing exercises, but in a certain sequence we can present those exercises that have been repeatedly tested, are frequently used in textbooks and teaching aids on RCTs, are the most obvious and can serve as an example for teachers when preparing their own materials.

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