

APPLICATION OF COMMUNICATIVE EXERCISES IN RUSSIAN LANGUAGE LESSONS

Sayora Amidyevna Alimsaidova

Doctor of Pedagogical Sciences, Professor

Department of Methodology of Russian Language and Literature,
Kokand State Pedagogical Institute named after Mukimi Kokand, Uzbekistan
kokand-sayyora@mail.ru

ABSTRACT

The article examines the place and role of communicative competence in the structure and content of communicative exercises in teaching Russian.

Keywords: Competence, communicative competence, sociocultural competence, communication.

ПРИМЕНЕНИЕ КОММУНИКАТИВНЫХ УПРАЖНЕНИЙ НА УРОКАХ РУССКОГО ЯЗЫКА

Сайёра Амидьеевна Алимсаидова

доктор педагогических наук, профессор

кафедры методики русского языка и литературы,
Кокандский госпединститут имени Муками
Коканд, Узбекистан
kokand-sayyora@mail.ru

Аннотация:

В статье рассматриваются место и роль коммуникативной компетенции в структуре и содержании коммуникативных упражнений в обучении русскому языку.

Ключевые слова: компетенция, коммуникативная компетенция, социокультурная компетенция, коммуникация.

INTRODUCTION

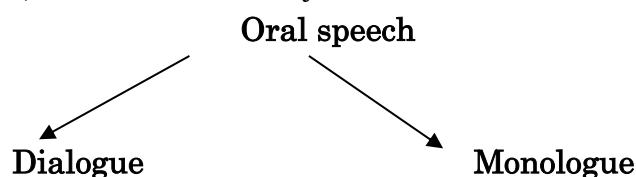
Teaching oral speech is one of the most important practical goals of teaching a foreign language (Russian). Students must learn to master the skills of conducting a conversation in Russian, understand Russian speech by ear, express their thoughts correctly, and give their own assessment of the material they have read.

Currently, there are a number of shortcomings in the organization of the process of teaching oral speech. The content of speech can be suggested by the teacher in the form of a leading question, visual material, and even a sentence in Russian. This leads to the fact that a student who has a fairly large stock of language material becomes completely helpless outside of class when he is addressed in a foreign language (Russian) outside of class.

All this requires the use of communicative exercises in Russian language lessons. The style of oral speech is characterized by the use of introductory words, interjections. (Ah, oh!). The

style of oral speech differs from the style of written speech in greater brevity of expression.

Oral speech, which embodies not only judgments, but also various moods, feelings, and emotions, is characterized by a wealth of intonation colors.



A chain of remarks or statements that occur one after another in the context of direct communication between two or more persons. *Speech of one person expressing his thoughts and intentions.*

The nature of monologue and dialogic speech is influenced by the subject and content of the conversation, the type of activity and age of the participants, and other factors.

When teaching a foreign language (Russian) in educational institutions, the goal is unprepared oral speech. Students need to learn to use the acquired language material to express their thoughts in accordance with the speech situation.

Principles of teaching oral speech:

- The principle of communicative orientation.
- Taking into account the differentiation of oral speech.
- Modeling typical communicative situations.
- Teaching oral speech as a communicative activity.
- Intensive speech practice.
- Stage-by-stage formation of speech skills.

Communicative exercises

1. Question-answer exercises. The question-answer form is a fairly common dialogic unity in real acts of communication. Questions are always communicative. They are aimed at the interlocutor and require a response from him (this can even be a nod or a gesture).

2. Replica exercises. In replica exercises, the students' reaction is not programmed. However, these exercises alone cannot form the students' ability to conduct a conversation, participate in a dialogue.

3. Conditional conversation. Occurs in a relaxed environment. Types of speech stimuli for conversation:

- Request for information about a person, object, event of interest.
- Informing someone about something.
- Expressing your attitude to something.
- Exchange of opinions, impressions.
- Establishing contact.
- Maintaining a conversation.

All types of communicative exercises are useful in terms of preparing students for conducting a conversation. It is also necessary to work out formulas expressing the interlocutor's positive or negative attitude to what he or she has heard. (Excellent! Of course! etc.).

Reproductive exercises

1. Retelling. In the process of preparing for retelling, the following techniques should be used: asking clarifying questions, translating difficult passages, working out new lexical units.
2. Abbreviated-selective presentation. The tasks can be as follows: retelling the text in 5 sentences, a concise transfer of the content of the text, transferring the text as if the reteller were a participant in the events described, retelling on behalf of the hero.
3. Retelling-translation. Students should be guided not by a literal translation, but by conveying the meaning of the speech work.

Descriptive exercises

These exercises are based on visually perceived material that has a certain content and is subject to verbal description. This can be: simple images in the form of illustrations, pictures; images created using ICT.

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