Working with Texts and Speech Development of Russian as a Foreign Language

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ABSTRACT

The article considers the types of speech activity, the main tasks of speech development in teaching Russian as a foreign language (RFL), the features of working with text in the lessons of RFL at the main stage of language learning. Correctly and consistently constructed stages of working with text material (pre-text, pre-text and post-text tasks) are the foundation for the successful entry of students into open communication. This article describes the distinctive features of each stage of working with the text in the RFL lesson.

KEYWORDS: *Russian as a foreign language, teaching foreign students, speech development, stages of working with text, learning reading, lexical and grammatical material, communicative competence.*

Currently, students with different levels of language proficiency are grouped in higher school classes in a foreign language. The latter is also true of Russian as a foreign language.

When learning the Russian language, speech activity is put forward to the first role, which, depending on the form of communication, is divided into oral (listening and speaking) and written (reading and writing). There are also dialogic speech and monologue speech.

The method of communicative teaching of a foreign language by A.A.Akishina and O.E.Kogan in their book "Learning to teach" is called a whole philosophy of teaching, which demonstrates a fundamentally different approach to a foreign language [1].

According to this approach, language is understood as a means of communication, depending on both the speaker and the listener.

In modern education, speech is considered as one of the foundations of learning, since the ability of students to communicate with Russian-speaking people depends on the level of mastery of coherent speech. One of the current directions of the modern methodology of the Russian language for the development of speech is the formation of students' attentive attitude to the word, to its use, the development of the ability to perceive and evaluate the visual aspect of speech utterance, as well as skillfully use it in their own speech.

Oral speech is any sounding speech. In oral speech, the place of logical stress, the degree of clarity of pronunciation, the presence or absence of pauses play an important role. All work on speech development is built in stages, forming the skill of pronunciation and understanding of Russian speech. Students, studding Russian as foreign language should learn to understand oral Russian speech, as well as how to build grammatically correct sentences.

Oral speech consists of listening and speaking.

Acting in the educational process as a means of teaching, listening stimulates the speech activity of students, provides management of the learning process, is used to introduce students to new language, speech and country studies material, acts as a means of forming skills and abilities in all types of speech activity, helps to maintain the achieved level of speech proficiency, increases the effectiveness of feedback and self-control.

Speaking is a productive type of speech activity. The ability to speak involves the development of skills to express your thoughts in a communicative, meaningful, grammatically correct way.

When teaching speaking, students develop the skills to:

A. request information from each other and from the teacher;

B. exchange opinions and judgments;

C. conduct a group conversation in connection with what has been read or heard;

D. respond adequately in standard communication situations during acquaintance, meeting, etc.;

E. describe, tell, retell, reason, discuss.

Speech can take place in the form of a dialogue and a monologue. A dialogue is a direct exchange of statements between two or more persons. Dialogue is characterized by specific features that facilitate its perception and production:

➢ reliance on facial expressions, gestures, articulation of the interlocutor;

➢ use of speech formulas;

➢ a situation that unites interlocutors.

Students, studding Russian often do not feel at ease in real-life situations: they cannot maintain a dialogue, they cannot express their thoughts, they do not speak spoken Russian.

At the Russian as a foreign language lesson, you need to simulate an environment close to the real language environment. To do this, we will be helped by texts that use the vocabulary used in colloquial speech in everyday communication. In Russian as a foreign language lessons, it is important to use communicative dialogues, from which students will be able to learn the necessary vocabulary, as well as learn how to correctly construct phrases that they can use in real life, in everyday colloquial speech.

When working on dialogues in the lessons of Russian as a foreign language, it is recommended to adhere to the following scheme:

1. The teacher needs to read the dialogue, separating the replicas of different people with longer time intervals. If there is a strong student in the audience, then it is better for him to listen to the dialogue for the first time without looking at the book, and a weak student can listen to the dialogue and follow the text.

2. The student must read the dialogue from the book and translate it (if these are group classes, then you need to read by roles). The teacher needs to pay attention to those places in the dialogue that the student did not quite understand (explain vocabulary, grammar, sentence construction models).

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4. The student closes the book. The teacher reads the remarks of one of the participants in the dialogue, and the student must react to the remarks in accordance with the situation in the dialogue. If a student makes mistakes, then the teacher should explain why it is impossible to say so and how best to express this idea.

5. Discuss this dialogue with the student: for example, ask the student what he would do in the place of the characters. If this is a dialogue acts in the store, the student asks what he usually buys, how often he goes to the shops, which stores he goes to, what he prefers to buy: delicious or healthy foods, etc.

If a student says that he understood everything and wants to go further without working through the dialogue (without answering all the teacher's remarks from the dialogue with a closed book), then he needs to explain that it is not enough to understand, this is only the first step: to speak Russian easily and with pleasure in real life situations, it is necessary to develop automatism in speech.

If the student makes a lot of mistakes in the dialogue, then you need to return to this dialogue at the end of the lesson and in the following classes until the student can respond quickly and without mistakes to the replicas.

A monologue is a long statement addressed to one or a group of listeners, sometimes to himself. This is an organized type of speech, a product of individual construction. Monologue speech is also characterized by relative continuity, consistency, logic and relative semantic completeness.

Tasks of the teacher in the development of monologue speech:

➢ to form students' ability to express a complete thought with a communicative orientation;

➢ to form students' ability to develop an idea, clarify, supplement, explain, justify;

➢ to form students' ability to reason logically, compare, generalize;

➢ to form students' ability to express themselves quite normatively (phonetically and grammatically).

Work in a multi-level group is often focused on the "average" student, which sets the teacher a certain direction. But, on the other hand, only such a focus does not allow covering stronger and weaker students to the proper extent, which may result in a loss of interest and motivation to learn the language. It is important that such an atmosphere and conditions are created at the lesson when students, regardless of the level of proficiency in the language being studied, will feel comfortable, will be able to be full participants in the educational process, that is, they will have the opportunity to show their knowledge, creativity, and see their personal and "academic" growth.

The most important role in teaching students a foreign language belongs to the text. Working with text in classes in Russian as a foreign language allows you to develop the creative potential of students, replenish their vocabulary, improve the quality of speech.

The text is the basis for creating a developing speech environment in Russian lessons.

If classes in Russian as a foreign language are held in the usual mode: we read – translate the text, do grammar exercises, answer a small number of questions on the text, then the student's brain works in the mode that is necessary for this type of activity, i.e. the student learns to read, translate, search for answers to questions in the text, while he remembers new words slowly (to the extent that they are necessary for understanding the text). With such a study of the Russian language students can be used to perform tests, but this does not mean that he learns to speak Russian, since it is impossible to master the spoken Russian language.

At the initial stage, from the very first lesson, the game "Language Lotto" should be introduced in order to develop the linguistic guess of the students and fix the studied words in memory. The cards contain four-letter words like mom, dad, brother, table, chair, cake, egg, etc. The letters are written in any order. Students must guess the word. When adjectives are introduced, you can play the game "Trickle", when students stand in two rows, half of the cards have adjectives like *beautiful, good, bad, old, new, interesting*, the second half of the students have cards with nouns, for example, *house, book, girl, bicycle, friends, streets*. The task of students is to create a pair by matching a noun and an adjective in gender and number. When the pairs are found, everyone reads aloud the resulting phrases.

Working with the text consists of several mandatory stages. The first stage is the pre–text work. The pre-text work is aimed at removing possible difficulties in reading the text related to understanding vocabulary. These may be small dictionaries with the most important lexical units for understanding the information read. At the same time, students can be asked to explain in their own words the meanings of all the presented words or some of them, distributing words and their definitions according to the degree of complexity between students. Pre-text types of tasks involve the development of students' skills aimed at understanding the basic information contained in the text. Examples of pre-text tasks can be tasks like: *Look at the title. What do you think will be discussed in the text?* This type of task develops the skills of guessing and forecasting in students. The next task that helps to develop a language guess among students can be a task like: *If the text is about …, then what issues can be discussed in it?*

Undoubtedly, you should not ignore the exercises aimed at removing lexical and grammatical difficulties. The teacher must select lexical units unknown to students from the text, compile a mini-dictionary and semanticize all lexemes using possible methods (selection of synonyms, antonyms, visibility, interpretation, translation).

In the classroom, when working with lexical material, the teacher should not be limited to indicating only the meaning of the lexical unit. It is necessary to draw the attention of students to the combinable features of the word. To demonstrate the combinability capabilities of tokens, various job options can be used. Examples of such tasks are exercises on the selection of definitions for nouns: *which student? (smart, funny, kind, young), what kind of notebook? (new, expensive, cheap).*

The next stage of working with text is pre–text work. The purpose of pre-text tasks is to develop the skills of students to navigate in the text. Examples of exercises can be the division of the text into semantic parts, the search for words or the necessary information, the location of the points of the plan in accordance with the logic of the presentation.

It should be noted that for the first time the text should be perceived in its entirety, the teacher reads the material, observing the correct intonation. Then the students read the text on their own. It is advisable to use reading aloud at the first stages of learning. Such reading allows "to master the correspondence of the graphic and sound system of the language, the rules of intonation of sentences" [2, p. 332]. Reading aloud "forms the internal pronunciation of the text, which is especially important for the development of reading fluency" [2, p. 332]. Such reading at the initial stage of learning is useful to alternate with reading to yourself. Oral pronunciation of phrases is not an indicator that the student has understood the meaning of the text. This means that the student has learned to correlate a graphic image with a sound one. But the actual understanding of the text can only be achieved through reading to yourself.

An example of pre-text tasks can be filling in a table with relevant information, finding answers to questions about parts of the text, determining the main idea of the text, and so on.

The next, final stage of working with the text is post–text tasks. This complex includes a question-and-answer conversation on the text (in order to understand the degree of assimilation of new material), various exercises to consolidate vocabulary and grammar. Post-text tasks are aimed, on the one hand, at controlling the understanding of the content of the text, on the other hand, at preparing students for the reproduction of the text and for the subsequent generation of independent statements. Following the communicative approach, the teacher can offer students the following types of tasks: questions to clarify the understanding of the entire text (understanding control), tasks to develop reading skills (find and read the answers to the questions), analysis of the text from the point of view of its logical construction (make a text plan). The transition from speech tasks to communicative tasks can be done as follows: the teacher creates a situation in which it is possible to report data from the text, the student constructs his own text according to the model of what he has read.

As post -text structural tasks, you can use exercises like:
1. "Truth is not true"
2. Reread and find the words that ... .
3. Find the adjective defining the word… .
4. Find the equivalents of words.
5. Ask questions to the text.
6. "Collapse" the text into a phrase and so on.

Exercises for quoting the source text are an important step in the work: find and name the following words in the text. Find and name the paragraph in which the main idea is expressed. This type of tasks represents the degree of understanding and assimilation of the text by students.

Thus, by correctly building work with text material, we develop students' ability to see its compositional and structural design, correctly correlate the content of the text with its communicative tasks, and determine the expediency of using various language tools.

Successfully structured work with text in the classroom is a step to open communication, a direct path to productive speech activity.

Resources:
[1] A.A. Akishina, O.E.Kagan. Learning to teach: for a teacher of Russian as a foreign language. 2nd ed., cor. and add. - M.: Rus.yaz. Courses 2002.

[2] Kryuchkova L.S., Moshinskaya N.V. Russian as a foreign language. Practical methods of teaching Russian as a foreign language. - Moscow: Flint: Nauka, 2009. - 480 p.

[3] Vereshchagina O.N., Prusova E.N., Sergeeva N.M. Working with text in a lesson on Russian as a foreign language in a multiethnic multilevel group // Modern problems of science and education. № 6. 2021.