

## TEXT AS A BASIC DIDACTIC UNIT IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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### Abstract

The article is devoted to the problem of improving the efficiency of teaching Russian as a foreign language on the basis of the text approach. The article reveals the concepts of "Russian language", "language units", "text", "text approach", "text analysis". The main directions of usage the text as the main didactic unit in teaching the Russian language are considered. Some methods of analysis of the content and language design of the text are described, allowing students to understand the formal, semantic and functional features of the language units. As a result, the authors come to the conclusion about the effectiveness of the text as the main didactic unit in teaching Russian as a foreign language. Particular attention is paid to the analysis of language tools in texts of different styles and types of speech, language norms of syntax and style. The conclusion on the importance of working with text as the main didactic unit in the formation of communicative qualities of speech based on the relationship of language and speech is made.

**Keywords:** Russian language, didactic units, text approach, text analysis, communicative qualities of speech.

### 1. INTRODUCTION

The significance of the problem of improving the efficiency of teaching Russian as a foreign language is due to two groups of factors: extralinguistic (non-linguistic) and linguistic. Non-linguistic factors that influence the increasing interest in the study of the Russian language in Russia and in the world lie in the sphere of socio-

political and economic situation of the Russian Federation, changes in its world status in politics and economy. Linguistic factors determine the possibility of a language to be a means of communication, creation and preservation of cultural values of the people. In this regard, the potential of the Russian language is inexhaustible. This is confirmed by the world recognition of classical Russian literature.

Russian is one of the most developed languages in the world. The richness of its lexical composition, the order of the grammatical system and the unlimited possibilities of expressing additional grammatical and stylistic meanings (connotations) allow the Russian language to express cognitive, accumulative, thought-forming, expressive, appellative, communicative and other functions of the language. The main purpose of any language, including Russian, is to be a means of communication. So when teaching Russian as a foreign language in the first place we put the communicative function. The criterion of the level of speech communication are communicative qualities of speech, which are also called "qualities of good speech." These include: purity, accuracy, consistency, richness, expressiveness, appropriateness, accessibility, imagery and effectiveness.

Training of foreign students in the Russian language has its own specifics and is determined by the tasks of formation of skills in the field of speech activity, the main types of which are speaking, listening, reading and writing. Russian language is one of the most difficult both in its internal structure and in the degree of language acquisition by students. In this regard, foreign students experience greater difficulties than native speakers of the Russian language. All this leads to the search for new methods and approaches to teaching Russian as a foreign language, which is the purpose of this article.

## **2. MATERIALS AND METHODS**

Knowledge of Russian as the state language of the Russian Federation is one of the main conditions for foreign citizens to study in Russian higher educational institutions. In order to improve the knowledge of the Russian language all foreign students should learn a special course "Russian as a foreign language". It provides familiarization of students with the grammar and vocabulary of the Russian language and the main types of speech activities: speaking, listening, reading and writing. As a result of the mastering the course "Russian as a foreign language" students must reach B-1 or B-2 certification level.

Teaching foreign students Russian language involves the implementation of a textual approach. The text is the object of study in various sciences (textology, linguistics, literary studies, psycholinguistics, methods, theory of speech, style, rhetoric, etc.). As a didactic unit the text is the special focus in the researches in Russian as a native language (Fedorenko L. P., L. R., Ladyzhenskaya T. A., Nikitina V. I., Arkhipova E. V., Kapinos V. I., etc.) and Russian as a foreign language (Antonova V. E., Nakhabina M. M., Safronova M. V., Tolstykh A., etc.).

The initial stage of implementation of the textual approach to teaching Russian as a foreign language is the work on the concept the "text". There are different definitions of the text, but they are all based on some features, which include information content, thematic unity, consistency, coherence, integrity, completeness. When teaching all types of speech activity to foreign students theoretical information about the text (theme and main idea of the text, communicative setting, text plan, dialogue and monologue, narration, description, reasoning, text genres, etc.) is reported. This is due to the fact that the development of speech skills is successfully carried out only on the conceptual and terminological basis.

Demonstration of semantic, grammatical and functional properties of units of different levels of the Russian language is most fully carried out in the analysis of the text of various functional and semantic types of speech. To do this, in the process of inclusion of students in various types of speech activities are offered different tasks with the text. For example, at the stage of "speaking" students are given the task to build a story about themselves, their loved ones, friends, etc., using a monologue or dialogue. At the stage of "listening" students learn to understand the heard text, extract the necessary information from it.

The main didactic unit is the text itself. At the stage of "reading" the text also serves as the basic didactic unit, which allows to determine the skills of understanding the theme and the main idea of texts of different types, styles and genres of speech. Texts also perform an important didactic task when teaching the written speech. At the stage of "writing" foreign students learn to create their own statements based on the text they have read or listened to. This is a task of increased complexity. In modern Russian school such tasks are given on the exam in the 9th grade for the course of the basic secondary school.

Special attention in teaching Russian as a foreign language is paid to the work on the norms of the Russian literary language in the field of vocabulary and grammar (morphology and syntax)/ The textual approach is also widely used because it involves students' work on the functional features of the studied units of the

language. The normative aspect of the Russian language includes work on all kinds of errors as deviations from the linguistic norm.

Teaching foreign students Russian language, it is the use of texts to prevent possible speech (lexical and stylistic) errors, as well as actual, logical and grammatical. Methods of working with the text are in full accordance with the types of speech activities, the main of which are reading, speaking and writing. All of them are present in such a method of teaching speech as communicative. One of the effective ways of communicative method is stylistic text analysis (full and partial). Working with text involves the development of all types of independence: from reproducing to creative. So the method of independent work is widely used in teaching Russian as a foreign language. The share of independent work is given half of the training time. Students are offered different types of independent activities: reproducing (independent works on a sample), reconstructive and variable, as a result of which the sample undergoes changes, heuristic (search) and creative.

In parallel with the textual approach to teaching Russian as a foreign language, students are included in the interactive learning. This educational technology provides great opportunities for the organization of artificial speech environment, which creates independent statements in Russian in the process of active communication of students with each other and with the teacher. Joint solution of educational tasks as one of the goals of successful learning Russian as a foreign language is also implemented. We consider interactive learning as a way of learning, carried out in the forms of joint activities of students: all participants of the educational process interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of colleagues and their own behavior, immersed in a real atmosphere of business cooperation to solve problems (Kondratenko E.V., Biryukova N.A et al., 2018). . At the same time, there is a constant change of activities: games, discussions, work in small groups, a small theoretical block (mini-lecture). In addition, interactive learning is based on the direct interaction of students with the learning environment, which acts as a reality in which participants gain experience of practical interaction (Biryukova N.A., Kolomiets D.L. et al., 2017).

For listening students are offered texts of different styles and types of speech. Stylistic analysis of the text as a method of foreign students' speech development is carried out in a simplified form. And yet, in the process of its implementation, foreign students should not only adequately understand the content of the text, but also analyze it using special terminology.

Elementary stylistic analysis on the conceptual and terminological basis is carried out in the following areas:

- Understanding the content of the text (subject, basic information);
- Definition of speech type (description, narration, reasoning);
- Definition of the text genre (story, article, order, instruction, statement, etc.);
- Identification of the text's language features (lexical and grammatical).

Certain difficulties arise for students in the process of analyzing the speech system of style, which is manifested in the frequency of the use of certain grammatical means. In accordance with this, students are given additional theoretical information about the role of verbs in the narrative, nominal parts of speech in the description, sentences of all types with cause-effect relations between the parts in the reasoning. The work on the texts of artistic and journalistic styles is accompanied by the analysis of figurative and expressive means of the Russian language, with the help of which the general imagery of speech is achieved.

When teaching colloquial speech, special attention is drawn to the possibility of using neutral and stylistically colored vocabulary in conjunction with colloquial literary and non-literary words (colloquialisms, dialectics, jargon). The characteristic features of the colloquial style of speech (informality, ease, spontaneity, discontinuity) make normative use of incomplete sentences, the meaning of which is replenished by the context.

With the functional features of language facilities, foreign students get acquainted in detail and in the study of the syntactic function of parts of speech.

### **3. RESULTS**

The study revealed that the text approach is effective in teaching Russian as a foreign language. The main didactic unit that implements a text approach the text and working with it based on the communicative method of teaching that positively affect learning outcomes, and method of independent work with the text, aimed at the development of creative independence of foreign students studying in Russian universities

(Arefeva S. A., Arefeva O. V., Volkova T. A. et al. 2017).

Training of foreign students the content analysis and language processing the text involves also the organization of the learning process on an interactive basis, which contributes to the successful development of communicative qualities of speech (Arefeva S. A., Biryukova N. A., Arefeva O. V., Volkova T. A. et al. 2018). Work on the text as a unit of speech is closely related to the work on the culture of speech and its main category – language norm (normativity, correctness). (Arefeva S. A., Biryukova N. A., Arefeva O. V. et al. 2018). Thus, the use of the text as the main didactic unit in teaching Russian to foreign students is conditioned by the objectives of achieving learning outcomes. Of particular importance is the training to create a text as a unit of speech.

#### **4. CONCLUSION**

Thus, the text is the main didactic unit in teaching Russian as a foreign language. Working with text contributes to the understanding of the relationship of language and speech, the formation of communicative qualities of speech, skills and normative use of language units in their own speech in accordance with the situation and the sphere of communication.

Text approach in teaching Russian as a foreign language provides activation of cognitive independent activity of students, increasing interest in the Russian language and culture of the Russian people, contributes to the successful learning in Russian at the Russian University. The main conclusions and results presented in this article can be used in the practice of teaching Russian as a foreign language.

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