



REFERENCE GRAPHIC SCHEMES IN THE SYSTEM OF LESSONS ON RUSSIAN LITERATURE

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Article history:	Abstract:
Received: 20 th January 2023 Accepted: 26 th February 2023 Published: 30 th March 2023	The article is devoted to the communicative-activity approach to the study of Russian literature by schoolchildren for whom Russian is not their native language. The article presents the experience of designing lessons for the study of the tale of A. Pushkin. The examples of achieving performance in terms of skills and competencies, the implementation of integrated teaching of speech activity, a combination of types of educational activities are shown. The experience of didactics is generalized from the standpoint of motivation to study a second language and literature, and the formation of effective communication skills.
Keywords: second language, didactics, literary tale, Pushkin, Wilde.	

The relevance of the article is due to the advantages of the communicative-activity approach in teaching the integrated subject - "The Russian language and literature" - to schoolchildren for whom Russian is not their native language. In the terminology of Kazakh didactics, the abbreviation L1 is adopted for schools with Russian language of instruction, and L2 for schools with a non-Russian language of instruction. Highlighting the practical task of learning makes demands on achieving performance in terms of skills and competencies, integrated teaching of speech activity, and a combination of educational activities. The following fairy tales were chosen as a didactic resource: O. Wilde "The Nightingale and the Rose" and A. Pushkin - "The Lukomorye has a green oak" (prologue to the poem "Ruslan and Lyudmila") and "The Tale of the Priest and His Worker Balda".

In the motivation for learning a second language and literature, scientists distinguish the mechanism of perception: curiosity and curiosity as "desire to know" and "state" (Fadle, Bialik, Trilling, 2017). Researchers also note the importance of the linguacultural approach: "The aim of language policy is not only to teach / learn a language for communication purposes, but also with the help of effective intercultural communication to support understanding and tolerance, respect for different cultures and identities. In order to implement cultural aspects into foreign language teaching, we need to understand the basic terms and relationships between them" (Reid, 2011, p. 20). Methodological aspects of learning a second language are considered from the viewpoint of the formation of effective communication skills.

Hence the role of speaking: "In light of the current global context, the notion that speaking ability has always been a source of instructional focus in the development of L2 proficiency and in classroom-based and high-stakes assessment instruments might seem intuitive" (Isaacs, 2016). The scientist writes about speaking as a factor of identity: "Speaking is a crucial language skill which we use every day to communicate with others, to express our views, and to project our identity" (Fan, Yan, 2020). To achieve effective communication, in addition to verbal ones, attention is drawn to the performance of non-verbal actions by students: "People exist and interact with one another through multiple means of information, which is conveyed verbally or non-verbally" (Thuong, 2018, p.13).

The following thought can be cited about the effectiveness of non-verbal feedbacks in the learning process: "Some people may even be more interested in such non-verbal feedbacks when they talk to others" (Thuong, 2018, p.14). The examples of the use of the communicative-activity approach proposed in this article are in the nature of a recommended didactic resource in relation to the lessons of a textbook with updated content for grade 5 (Zhanpeys, Ozekbayeva, 2017). In the material of lessons dedicated to a foreign fairy tale Ch. Perrault, G. H. Andersen, the Brothers Grimm, and the tale of A. Pushkin with the integrated nature of the subject, grammatical tasks prevail. This, for example, is the composition of sentences using the accusative form of adjectives, the definition of their syntactic function. The activation of students' knowledge is achieved by assignments aimed at naming fairy tales based on the extracts given. The



development of speech is based on the students' expression of opinions about the tales of Andersen and Perrault according to the proposed model of the beginning of the sentence.

The writing task is a closed test showing correct and incorrect answers based on the writers' tale. The lesson on Pushkin's fairy tale includes information about the poet's biography without problematizing the material. The task is aimed at enhancing the activity of students: to recall the content of the fairy tale "Tales of the Fisherman and the Fish". Memories also relate to students' knowledge of adjectives, the ability to determine their gender using questions. Listening and speaking tasks involve students demonstrating their knowledge of the grammatical characteristics of adjectives.

The methodological basis of the article is characterized by a generalization of the principles of the communicative-activity approach, which makes it possible to clarify the advantages of communicative didactics in comparison with the traditional approach aimed at forming a knowledge paradigm. The shift of the knowledge paradigm to the competence model, the development of competencies and skills required the use of heuristic methods, the use of cognitive scaffolds in the analysis of a work of art, and the description of methods of semantic reading of a text.

When developing communication exercises, the following requirements were methodologically defining: 1) a mechanism of motivation for learning a second language, 2) a culture-based approach, 3) development of a student's linguistic competence, 4) experience in using textbooks of a fixed format, textbooks navigators, 5) using a lesson-spread model (a single spread is a 2-page lesson), 5) compliance with regulatory requirements (in grade 5, three hours a week are allocated for the study of the subject), 6) the ratio of the communicative and pragmatic sides of the lesson, which explains the principles of selecting extra-linguistic and linguistic parameters for measuring the secondary linguistic personality, such as the pragmicon, the reader's thesaurus.

The development of communication exercises, or activity (hereinafter: ACT - UK, EG) for the analysis of Wilde's fairy tale "The Nightingale and the Rose" and the comparative study of Pushkin's fairy tale is aimed at activating imagination, memory, speech development and cultural competence. In a comparative study, it is important to pay attention to the dual nature of the laughter (play) principle in Pushkin's fairy tale, which contributes to the understanding of the paradox.

Another difference that catches the eye and characterizes the difference between Pushkin's fairy tale and Wilde is an adventurous beginning. Communication exercises are based on traditional teaching. The number of communication exercises per lesson is 5-6, the objectives of the lesson are from 1 to 3. The objectives of the lesson with the communicative-activity approach are formulated for the student in the form of measurable and achievable results. These results are differentiated from the standpoint of knowledge, skills, and abilities acquired in a specific lesson.

Since 2015, the goal of teaching the subject "The Russian Language and Literature" at school has been the improvement of speech skills in the aspect of developing "functional literacy of students" (Tipovaya Uchebnaya Programma, 2017/ Modal curriculum). The reformation in secondary school education (2018) led to the development of textbooks with updated content. PISA analysis in the field of reading literacy determined the recognition of the communicative-activity approach as a strategy that most effectively contributes to the achievement of practical learning goals.

Dialogue training is aimed at understanding someone else's statement, and the individual culture of artistic perception is assessed as an indicator of a versatile personality. The emphasis on the communicative-activity approach is also explained by the concept of four-dimensional education: in addition to knowledge, skills, personal qualities, a significant facet is meta-learning (teaching the ability to learn): "internal processes, how we conceptualize and adapt to learning" (Fadle, Bialik, Trilling, 2017, p. 169).

The reform was also caused by a new understanding of the effectiveness of training, which implies a shift in emphasis from the knowledge paradigm to the acquisition of skills and competencies. In other words, there is a problem of teaching productive speech actions. The practical task of teaching also ensures the continuity of learning at the next stage of education: "Due to the current conditions, more attention in the process of teaching students in higher education institutions should be paid to mastering language for specific purposes, focused on students' professional linguistic needs, fluency in a foreign language as a necessary means of intercultural communication in the educational, every day, scientific and professional spheres of life" (Klimova, Klimova, Dubinka, 2019).

The experience undertaken in this article has prerequisites in a number of works by one of the authors. Based on the material of the educational and methodological complex (hereinafter and everywhere:



UMK - U.K., Y.G., A.A.) "The Russian language and literature for the 6th grade of a comprehensive school of Kazakhstan with a non-Russian language of instruction" (Urazayeva, 2018) justified the skills of schoolchildren - to create texts that provide communication, speak publicly, adapt to various speech situations, discovering the formed speech behavior, clearly, clearly formulate and argue the point of view, understand and analyze someone else's speech, read and accurately interpret texts, etc. In another article, the application of the communicative-activity approach is described on the material of the Russian Literature teaching and learning complex for the 7th grade of the Russian school (Suleimenova, Kozhamkulova, Urazayeva, 2018).

For schools with L2, the role of speaking is isolated. The implementation of verbal and non-verbal actions by schoolchildren characterizes the speech and communicative competence of schoolchildren. Reflection, which ends each lesson, is aimed at creating a certain product of communicative activity and may include non-verbal actions (stage performance, performance according to a script with musical and dance accompaniment). At this stage, the teacher checks not only the success of the students' consolidation of the acquired knowledge and skills, but also ensures the motivation of students to learn a second language. Achieving the learning goal: assessing the statement (monologue / dialogue) from the point of view of its relevance to the proposed topic / situation - presupposes substantiating the opinion with understanding the evaluation criteria, which not only contributes to the development of teamwork skills, understanding the idea of shared responsibility for the success of the team. This approach realizes the principle that assessment is an element of learning.

The listing of selection criteria is an awareness of the requirements for the task. The importance of expressing one's own opinion, especially in writing, is due to the modern approach: "... that writing is a social act and a medium of individual expression over academic realm." (Sukandi, 2016). As the experience of learning English as a second language has shown, the role of writing for the holistic perception of the text and the transfer of understanding is of particular importance: "there was an indication of general resentments and strong feelings amongst the EFL students where the majority indicated that they are sometimes graded unfairly and writing assessment should take another, more holistic approach rather a narrow one" (Obeid, 2017, p. 174). The choice of an English fairy tale in a comparative aspect with the

Russian one is explained by the approach of the educational situation to inculturation. On the one hand: "Everyone knows people from different cultures have their own cultural perceptions, beliefs, mores and social customs which greatly determine their communication ways, it is not surprising to find that people have many difficulties and obstacles in understanding one another and communicating with one another" (Zhang, 2010, p. 224).

On the other hand, James Usher's concept of "stress-free language learning" is successfully solved when simulating game situations. This approach contributes to the development of students' skills in the context of effective intercultural communication: "The ability to prevent potential conflicts and foster productive, cooperative relations will depend largely on effective intercultural communications" (Samovar, Porter, McDaniel, Roy, 2013, p. 4). Another didactic problem is the concept of multilingual communicative intercultural competence, which is "an integrative phenomenon that ensures the correct, simultaneous and / or consistent use of several languages in multicultural communication" (Baryshnikov, Vartanov, 2018, p.11). The transformation of fairytale canons in Pushkin's poetics consists in the emergence of a social genre with a kind of humor and satire. As the researcher notes: "In Pushkin's fairy tales of the early 30s of the 19th century, the motive of" lack "is not clearly expressed, often instead of it there are intrigues and intrigues caused by envy" (Nikolsky, 2019). The influence of interpersonal relations, family conflicts becomes the object of the poet's satire. The importance of using strategies for the semantic reading of fairy tales is due to the search for the hidden meaning of Pushkin's fairy tales widely represented on the Internet.

Agreeing that "the interpersonal relationships of the characters, their actions, vices (punished) and virtues (rewarded) are part of the cultural code of the Russian mentality" (Boris, 2019, p. 309), the author analyzes modern interpretations of images from Pushkin's fairy tales, among which are distinguished between legitimate and far from the source. The economic foundations of the relationship between the heroes in the tale of the priest and Balda (Gordienko, Lyutykh, Rudzitis, 2020, p. 57-58) may be of interest for modeling game situations. To understand the laughter principle and its dual nature, as well as the transformation of the fairytale canons, it is important to work with the satirical onomasticon and the methods of the etymology of the hero's name. Attention to vocabulary work and phraseological resources of the



Russian language contributes to the development of students' vocabulary and understanding of Pushkin's humor.

Designing a lesson matrix from the standpoint of achievable measurable results and an algorithm for the student's educational activity contributes to the practical task of teaching the subject, develops in the student an idea of the skills he aspires to master. The effectiveness of the lesson is ensured by a combination of all types of speech activity. The development of the student's linguistic competencies requires the inclusion of grammatical topics in the lesson within the key episodes of the fiction being studied.

Motivation of schoolchildren to study a second language and literature is facilitated by the differentiation of types of educational activities and their combination, the use of strategies of semantic reading - understanding, analysis, interpretation. It is important to design exercises with the inclusion of elements of predicting the content of the text, to use the assessment of students' responses as an element of learning, which contributes to the development of critical thinking and creativity. Comparative study of literature is aimed at identifying the commonality and differences in the style of writers and understanding the unity of the genre.

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