

## One of the Effective Methods of Presenting the Text When Teaching Students to Russian as Foreign

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### **Abstract:**

This article discusses one of the possible approaches to assessing the content of an oral monologic message, which is based on the reproduction and interpretation of the directly perceived semantic information of the text.

Key words: problem, presentation, approaches, foreign languages, vocational training, effective method

Currently, the problem of teaching students to the ability to briefly, objectively and logically related to state the content of the text in a foreign language is relevant. This is due to the following reasons: 1. When writing an essay, a report for a speech at a conference, a seminar, when writing a thesis, students often have to contact sources in Russian. At the same time, they should be able to not only understand the content of the text, but also choose the most important, essential, systematize, summarize this information from this text, and describe it in writing as in a native language. 2. In their future professional activities, students will have to be able to write an essay on the basis of texts from foreign newspapers, magazines, books and other sources, make a review or annotation, and give their comment. A brief presentation of the content of the text is such a form of description, in which the content is briefly, compressed and essentially transmitted. A brief presentation of the content of the text, as the experience of teaching shows, is the most difficult form of working with text in a foreign language at all stages of learning. The difficulty in mastering this skill is that students require such skills as: a) it is good to understand the content of the text, i.e. have sufficient language knowledge; b) analyze and generalize, i.e. possess abstract thinking; c) find and select the significant information necessary for transmitting content in the text, i.e. possess electoral thinking; d) systematize, summarize the collected information and present it in writing using other grammatical and lexical means, i.e. Put the content of the text in your own words. The most effective method in teaching these skills, as practice shows, is the method of “deleting unnecessary information in the text”. The essence of this methodological technique is that students, by knowledge of the teacher, cross out with a pencil in the text those words, expressions, and even whole assumptions, which are insignificant for the brief transmission of the content of the text. These can be metaphors, epithets, figurative comparisons, repetitions, words expressing the emotional state and other stylistic techniques. Naturally, the teacher, especially at the initial stage, should provide students with assistance in this work. In a didactic plan, the advantage of this method is that this methodological technique makes it possible to easily teach and learn the ability to briefly express the content of the text. In this way, it is easier for a student to reduce the content of the proposed text, reducing



it to a minimum, leaving the most significant. Significant assistance to students when working on this method lies in the fact that the teacher previously explains or, if necessary, translates unfamiliar words, expressions, special terms, explains unfamiliar grammatical phenomena; poses to students problematic questions, the answers to which they find in the text; It gives students the task to divide the text into logically completed, semantic parts and entit these parts. In a brief presentation of the content of the text, the following requirements should be observed: 1. The most essential of the text is set out in a brief and generalized form. In this case, the logical relationship or the course of the author's thought should not be lost. 2. The presentation should be carried out from the 3rd person, regardless of which person the narrative is conducted in the proposed text. 3. The presentation must be made as if possible with its own words. 4. Direct speech from the text should be transmitted either in the form of a description, or in the form of indirect speech. By the structure, the stated text is divided into two parts: in the first part, the introduction - in this part of the presentation, information is given about the form of the text (newspaper or journal article, report or interview, story or novel, etc.), the author, the date of writing or publications, about the actors, about the place and time of the action. In the final part of the introduction of one or two sentences, the problem (topic) is called, which is interpreted in the text. In the second part, the main part in a brief form, taking into account all the requirements, the content of the text is transmitted. At this stage, along with reading and collecting information for writing an introduction, unfamiliar words, expressions, and special terms are written out. The teacher should pay special attention to the choice of text for teaching the ability to express the content of the text.

Work with the text should not turn into a difficult and tedious decoding of incomprehensible parts of the text. As experience shows, it is advisable to use abbreviated, adapted texts.

### Literature

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