

## WORKING WITH POLYCODE TEXTS WHILE DEVELOPING READING SKILLS IN THE RUSSIAN LANGUAGE

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### Abstract:

The author in this article provides an analysis of the concept of polycode text and considers the methodology for using polycode texts in the study of Russian as a foreign language. To develop basic reading skills in Russian as a foreign language, you can choose texts of a narrative nature, informative and descriptive, created using infographics.

**Keywords.** infographics, skills, polycode text, Russian language, reading.

### Introduction

As you know, Russian is one of the most popular languages all over the world. This is due to many factors in the development of human society. When studying Russian as a foreign language, all aspects of speech activity are important, such as reading, speaking, listening, writing, and are very closely related to the vocabulary and grammar of the Russian language. When teaching RFL, this connection must always be taken into account and teaching must be organized using the grammatical categories of the Russian language.

Reading is one of the main aspects in teaching RFL. Reading is both a goal and a means of learning. Through reading, the ability to extract information from text is formed and developed. Today, most of the world's population uses the Internet. Man and society do not remain in one place, they are constantly changing, the current time in which we live is called the era of globalization. The development of means of information transmission served to create a unified information system that included all countries. It is thanks to the Internet that local information networks merge into a single global network. With the development of information technology, the transfer of information takes on a more colorful and vividly visual form. These changes gave some special approach to language learning.

### Material and Methods

“Polycode is a property of a text, its ability to combine elements of different formats, namely auditory, visual, text, also called “heterogeneity”, “integrativity”, “multi-code”, “multimodality” [6].

The main goal of our study is to study the role of polycode texts in the development of reading skills in students with a basic level of general proficiency in Russian as a foreign language. The selection and analysis of polycode texts was carried out using such methods as the comparative method, the method of observation, visualization and abstraction.



## Results

At a basic level, foreign students must be able to read a text with an eye toward the general scope of its content; change the reading strategy depending on the setting; determine the topic of the text, understand its main idea; understand both basic and additional information contained in the text with sufficient completeness, accuracy and depth. We consider adapted authentic texts as the main unit of training. To develop basic reading skills in Russian as a foreign language, you can choose texts of a narrative nature, informative and descriptive, created using infographics. Structurally, the text may consist of a main heading and auxiliary headings, which reflect its main theme - "Man and Society", which relates to the Social and Everyday Sphere [1], Monologue text Descriptive-narrative type, Eyewitness account. These structural parts can be supplemented with colorful photographs by the author.

Based on the principle of taking into account the communicative needs of foreign speakers, the sphere of communication is assigned to a wide range of readers and the author acts as an eyewitness. According to the principle of text-centricity, the text is of a monological, descriptive-narrative type and is characterized by an emotional dominant. Here the teacher can develop the skills of stylistic transformation. When selecting linguistic means, you can see a set of journalistic and official expressions [3].

The presence of a heading and subheadings, highlighted by size and font, allows you to carry out pre-text work, relying on them to develop skills in predicting content. The polycode nature of the text makes it possible to use not only subheadings, but also graphical highlighted components for the development of text-based tasks[2]. For example: correlate the highlighted and key words, compare them with the supporting ones, or with the drawn up plan at the stage after the text work. One of the options for the task could be an offer to become with the author of the article and highlight the key, from the student's point of view, lexemes, etc. The visual series presented in the article activates the attention of students and is a source of additional didactic potential, which consists in developing a system of tasks based on a description of a particular object based on a photograph. When working with students, a visual technique makes it possible to realize interdisciplinary connections and refer to the knowledge of students acquired in the study of social disciplines, such as history, local history, etc. This text provides an opportunity for students to use it to create similar texts about other cities and its attractions. The style of the text is journalistic and it is accessible to everyone.

In order to consider not only the ways of interaction of various elements of a polycode text, but also the ways of transforming verbal information in an iconic system, we use this type of polycode text as a poster, representing the entire volume of necessary material in the form of a large poster [4]. The visual component is involved in creating a holistic view of the object of study. Methodologically, this is also due to the fact that it involves working both with the poster itself and with its source text material - in other words, a group of texts that form a hypertext is analyzed, which requires students to intensify their skills in encoding and transcoding information. The purpose of working with journalistic texts in RFL classes is to develop and improve the skills of oral and written speech, creative thinking, communicative and sociolinguistic competencies of students, and familiarize students with regional historical information. A special feature of this model is working with texts of different nature: polycode (posters), interviews [5]. The work is built in line with traditional methods of analysis of journalistic text, taking into account the



consideration of the goals of ways to transform verbal text into a polycode format. Differences in the functioning of which within the boundaries of verbal and polycode text should be identified in the course of working with students. The redundancy of information in the verbal text in the poster is minimized; the narrative component in the depiction of the chronology of events is compensated by the logic of the arrangement of thematic blocks and the sequential numbering of the stages of the assault. Elements of infographics and graphic design of the material structure the poster, allowing you to holistically perceive information both through a consistent comprehensive study of the posted material, and by randomly becoming familiar with its thematic blocks. Working with various forms of transformation and structuring of information when considering a journalistic poster allows not only to develop the skills of search and introductory reading, highlighting key information and subsequent note-taking, but also to lead students to project activities to create their own poster based on informative material.

Teaching a foreign language, including Russian, requires the teacher to focus on existing language systems in the minds of students. This approach can be applied to any other method: students transfer skills and abilities developed on the basis of their native language into speech in another, non-native language. This phenomenon is known in the methodology as interference, if we are talking about the negative influence of the native language, or as transfer, if the student effectively uses the phenomena of the native language to learn a foreign language. Turning to such a resource as the native language in the process of teaching foreigners certainly increases the effectiveness of mastering a foreign language. In the methodology of teaching a language, in particular Russian as a foreign language, the application of this approach can be the desire of the teacher to connect a new word with an image directly, without the mediation of translation. This is largely facilitated by the explanatory text of the popular science style.

### Discussion

In 1990, scientists Yu. A. Sorokin and E. F. Tarasov proposed the term “creolized texts” to refer to texts “whose texture consists of two inhomogeneous parts.” Thus, there are three understandings of the term “creolization”: “general”, “linguistic” and “textual”[7]. However, many scientists began to use the term polycode texts, pointing out the incorrectness of using the term “creolized”. This term implies a certain act of creolization of the text, while the verbal component of the majority of the texts we examined is obviously creolized [8].

Currently, when developing reading skills, so-called polycode texts are used, which, along with skills and abilities, develop the creative and critical thinking of RFL students. The term “polycode texts” is used differently by different scientists. The problem of interaction between semiotically heterogeneous components of a polycode advertising text was developed by G.V. Baeva (2000), O.A. Korda (2013), E.Yu. Dyakova (2011). The description of the features of Internet communication texts and mass media texts is reflected in the works of O.I. Maksimenko (2011), L.A. Mardieva (2014), Yu.V. Shchurina (2010), D.S. Michurina (2014), A.V. Kirilina (2012). The problems of using polycode texts in political discourse are described in detail in the studies of M.B. Voroshilova (2013). Analysis of musical communication texts is presented in the works of S.B. Sharifullina (2010, 2012, 2013); O.I. Maksimenko, V.V. Contractor (2013). The perception of polycode and multimodal texts by the recipient is studied in the works of A.N. Sonina, P.N. Makhnina (2004); E.D. Nekrasova (2016); Yu.E. Levy (2003); N. G. Komissarova (2011); OK.



Efremova (2012); N.Yu. Grigorieva (2013); IN AND. Sumina, V.V. Chumakova (2017). I.A. Gonchar (2015) addresses the problem of text formation in infographics as a type of polycode text [9].

According to Pocheptsov (Pocheptsov 2004), the feasibility of using polycode texts for the effective assimilation of educational information is explained by the fact that “information contained directly in a text message is absorbed by only 7%, voice characteristics contribute to the assimilation of 38% of information, while the presence of a visual image significantly increases perception – up to 55%.” G. I. Dergacheva notes that “drawings are a prompting guide: they contribute to linguistic guesswork, arouse interest, and help to retain in memory the sequence of facts presented. Visual support is important not only for semantic understanding, but also for the subsequent transmission of content” [10, c. 99.].

### Conclusion

Reading techniques are skills and abilities that provide perceptual processing of written text, recoding visual signals into semantic units - the perception of graphic signs and correlating them with certain meanings. Reading as a type of speech activity is characterized by a cognitive function (read to know), regulatory (read to be able to) and value-orientation functions.

Thus, teaching reading as a type of speech activity is a specific system aimed at practicing and systematizing various skills and abilities in order to achieve the most complete perception and understanding of the written text.

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