PRINCIPLE OF ACTIVE COMMUNICATIVENESS
IN TEACHING FOREIGNERS THE RUSSIAN LANGUAGE

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Abstract. In the modern teaching methodology, the concept of communicativeness appeared as applied to the practice of studying the Russian language by foreigners. Besides, communicativeness supposes the use of the language being studied from the very initial stages of training in natural interaction purposes and functions or as close as possible to them. Teaching foreigners the Russian language, even in the absence of a Russian language environment, is understood as teaching speech, communication and expression of thought.

In the practice of teaching a second language, the educational principle of active communicativeness has developed and it is aimed at establishing direct associative connections, inclusion of students in that “linguistic picture of the world” that is characteristic of native speakers of the studied language, the possible elimination of “mediations” with the native language, and the search for “curtailment” of interlingua code transitions in students' internal speech.

It is emphasized in the works of modern psychologists that positive results in learning can be achieved only when the students have an internal urge to learn, clarity in understanding the common goals of learning. The stronger the motive, the greater the need for
speech activity it evokes. The student’s activity and his or her ability to creative actions will depend on the strength of motives. In recent years, there has appeared willingness for a deep study of the goals and motives of learning, which, in turn, has given a fundamental turn to didactics to the personality of the student, the level of his or her claims.

The process of mastering the language should be the understanding of living foreign language reality. It requires that language forms and structures be studied in the situations in which they are naturally used by those for whom the language is native. To understand the language an extra linguistic element is required, awareness of the real situation with which this statement relates (Mitrofanova O.D., 1985: 89).

As the main conclusions, the following propositions were put forward:

1. One of the pedagogical conditions conducive to the effective formation of the communicative competence of students is the “organization of the process of forming the communicative competence of students” (Vatyutnev M.N., 1988: 37).

2. The second language acquisition is complicated by the fact that in the process of its use the character of reflection of social relations and the expression of categorical features, characteristics of the nomination change.

3. The communicative methodology must be based in a balanced manner on all communications without the help of the mother tongue.

Keywords: innovative technologies, traditional teaching methods, readers’ culture, educational technologies, teaching technologies

Introduction

Relations between people of different nationalities expand every year. This creates the need to master foreign languages. The Russian language is gaining popularity in the modern world, and the number of people who want to learn is growing.
The main stimulus for learning a second language is the need for communication. That is why at present the leading trend in learning is the desire to teach a second language in such a way that using the language in the process of real or educational speaking, listening, reading or writing, the student would satisfy his or her need for communication.

Communicativeness is recognized as a fundamental methodological category. The essence and direction of its development are largely determined by the specific concept of the language.

The object of the research is the process of learning the Russian language in the post-Soviet space on the example of the educational system of the Republic of Uzbekistan.

The subject of the research is the content, forms and methods of implementing the communicative methodology in the practice of teaching Russian to foreigners.

The purpose of the research is to improve the mechanisms for studying Russian as a foreign language through the application of a communicative technique.

Methodology and research methods. In the process of research, the method of studying the advanced pedagogical experience of the Russian language teachers of the CIS countries, as well as a number of foreign countries (Bulgaria, the Czech Republic, Slovakia, etc.), the laboratory method, the method of natural experiment and the pedagogical experiment found their application.

The results of the research:
methodological recommendations on the use of communication technologies in teaching the Russian language and literature were developed and applied;
the system of practical application of informative and communicative technologies aimed at optimizing the process of teaching the Russian language in bilingualism was created;
the pedagogical, psychological and methodological prerequisites for the introduction of communication technologies in the practice of teaching Russian as a foreign language were substantiated. As the issues put forward for discussion, the following provisions were proposed:

1. One of the pedagogical conditions that contribute to the effective formation of students' communicative competence is the organization of the process of forming students' communicative competence. It should take into account the structure of speech activity, including the speech situation, motives, goals, needs, value orientations, the image of the result, the leading and background levels of speech activity and its stages (orientation, planning, implementation and control). This process cannot repeat the acquisition of the native language. New signs act as equivalents of already designated objects, relations, and phenomena. In other words, the natural connections between the second language and reality are complicated by artificial connections between the native and the second language. This leads to the inevitable conclusion that the acquisition of a second language, focused on comparing it with the native language, grossly violates the natural process of comprehension of objective reality.

2. Mastering a second language is complicated by the fact that in the process of using it, the form of manifestation of thought processes, the nature of reflection of social relations and the expression of categorical indications and features of the nomination inevitably change. We usually go to them from language forms, although it would be natural to go from them to language forms.

3. The communicative methodology needs to rely on all connections in a balanced manner, but, according to experts and scientists, it is necessary to draw special attention to the connections between the language being studied and reality in a timely manner, and to emphasize that mastering new language signs is possible without the help of the native language.
The world exists in realia. Language is a reflection and consolidation of different relations between objects and phenomena of the real world in human consciousness. Moreover, each language has its own characteristics. Languages, adequately and fully reflecting the same objective reality, distinguish not the same type of signs in it, use different "internal forms", different material means. Hence the difficulty in mastering the second language, since the mastery of new linguistic signs should begin with the "distribution" of other socio-historical or national experience that was accumulated in them.

In the practice of teaching a second language, the educational principle of active communicativeness has developed, which is aimed at establishing direct associative connections, inclusion of students in that “linguistic picture of the world” that is characteristic of native speakers of the studied language, the possible elimination of “mediations” with the native language, and the search for “coagulation” of interlanguage code transitions in students' internal speech.

The principle of active communicativeness, as the leading methodological principle in teaching Russian to foreign students, was formulated at the III Congress of International Association of Teachers of Russian Language and Literature in Warsaw (1976) in the reports of M.V. Vatyutnev, A. Leontyev, O.D. Mitrofanova in co-authorship with M. Bonev (Bulgaria) and M. Sotak (Czech Republic).

Communicativeness involves the use of the language being studied from the very initial stages of learning for natural communication purposes and functions, or as close as possible to them. “Teaching Russian to foreigners, even in the absence of a Russian language environment, is understood as teaching speech, communication and expression of thought” (Podosinnikova A.N., 2008: 87-88).

There are only two main ways to teach communication: a) to form and support a specific motive for communication, and b) to organize a dynamic creative activity of a student.
In the works of modern psychologists, it is emphasized that positive results in learning can be achieved only when students have an internal urge to learn, clarity in understanding the general goals of learning. The stronger the motive, the greater the need for speech activity it causes. The student's activity and ability to act creatively will depend on the strength of motives.

In recent years, there has been a desire for a deep study of the goals and motives of teaching, which, in turn, gave a fundamental turn to the didactics of the student's personality, the level of his or her claims.

The process of mastering the language should be the comprehension of a living foreign language reality. This requires that language forms and structures be studied in situations in which they are naturally used by those for whom the language is native. To understand the language, an extralinguistic element is required, knowledge of the real situation with which this statement relates (Mitrofanova O.D., 1985: 89).

The situation is understood as a system of relationships between the interlocutors, reflected in their minds. A speech (communicative) situation is what can be called a natural speech situation. Situationality – relevance of the statements with these relationships and circumstances. At the same time, it is a method of speech stimulation and a condition for speech skill. The nature of the situation (place, time, kind, type, norm of speech, etc.) influences on the choice and combination of language units, and the development of speech ability. The exceptional importance of the learning situation sets the teacher the task of creating an atmosphere of communication in the classroom that simulates real communication, which creates a high productivity of involuntary memorization.

The introduction of innovative technologies in teaching the Russian language and literature is an important requirement of modern society. It is departure from traditional teaching methods to modern interactive teaching methods. In this process, learning skills are developed, ways and options for solving the problem are
found, teamwork skills are developed, life and professional skills are formed, communication skills are developed, and emotional contacts are established (Akhmedova L.T., Lagay E. A., 2016: 50). In Uzbekistan, the Program for further development of higher education systems for 2017-2021 solves a number of problems that exist in this area in order to transfer the higher education system to a fundamentally new level. In educational institutions of various levels, there is a desire to mobilize all the forces and opportunities to create favorable conditions for the scientific world, education, and talented scientists. "Together with the development of the latest achievements in the ICT sphere, we pay significant attention to the growth of interest in reading books among children and young people, and the subsequent development of reading culture. To do this, it is necessary to strengthen the work on placement and wide popularization of the best works of national and world literature" (Akhmedova L.T., Lagay E.A., 2016: 10).

In Uzbekistan, the most important direction in the education system is the desire to create opportunities for young people of Uzbekistan to think independently, have a high intellectual and spiritual potential, seek to learn foreign languages, learn the world of other peoples, discover other peoples, their culture and customs. In this process, the most important role is played by the communicative method, which helps to learn the language of another people more deeply through communication.

The modern science of education has come to the point when there is a need to create pedagogical technologies that can provide a key link in the educational process – the development of the personality of all students, their activity. It is necessary to create those conditions of motivation and interest in the subject of training, in which "the level of activity and independence of students increases, skills of analysis and critical thinking, interaction and communication develop, when personal attitudes to the process of cooperation and social values change" (Magdieva S.S., 2018: 52).
Based on the above, we can conclude that this article touches on the actual issue of introducing innovative technologies in the teaching methodology of the Russian language and literature. Currently, there is an active process of turning pedagogy towards the interaction of teachers and students in the educational process. In fact, this problem has already been raised in science before (Dalton plans, experimental work by M. A. Rybnikova at the Malakhov School, works by M. A. Zatsepina, O. A. Belova, and others). However, just now, when time dictates the urgent need to create such methods that are based on close interaction of students not only with the teacher, but also among themselves, conditions arise for the introduction of interactive methods in teaching practice.

"An interactive form of training is a kind of organization of educational activities that is carried out under the condition of constant, active interaction of all participants. This is mutual learning, where both the student and the teacher are equal subjects of education. It effectively contributes to the formation of skills and abilities, creating the atmosphere of cooperation and interaction" (Podosinnikova A.N., 2010: 137)

On the basis of this important pedagogical idea, the need for further development and reinterpretation of "critical thinking" in the process of reading and writing arose in the methodology of teaching language and literature. In the methodological science of modern Uzbekistan, these are the works of L. T. Akhmedova and E. A. Lagay (Akhmedova L.T., Lagay E.A., 2016), S. S. Magdieva (2018), where a special place is taken by the communicative method in the study of the Russian language by students of higher educational institutions in Uzbekistan.

Technology for developing critical thinking based on reading and writing- "this is the ability to analyze information from the standpoint of logic, the ability to raise new questions, develop a variety of arguments, and make independent, thoughtful decisions. Critical thinking is the starting point for developing creative

Research shows that over the past few years, different countries around the world have taken a course to create new methods. This makes it possible for students to take not only an active, but also an initiative position in the educational process, not just "assimilate" the material offered by the teacher (program, textbook), but to learn the world by entering into an active dialogue with it, to search for answers and not stop at the found ones considering them as the final truth. In this way, the search is being made to turn traditional learning into a living, interested solution to problems. In this living process, an important role is played by the communicative orientation in the process of studying the Russian language and literature by students of philological universities in Uzbekistan.

At the end of the XX century, pedagogy around the world came to the need to switch to personal-oriented training, as society, as a whole, requires a willingness to make informed and responsible choice in a variety of life situations. The achievement of such qualities by a person is declared the main goal of training and education, in contrast to the formalized transfer of knowledge and social norms to the student in traditional technology.

Reduced motivation for learning, overloading, mass illness and rejection of the teaching process are not only related to the imperfect content of education, but also to the difficulties experienced by teachers in organizing and conducting the learning process. The problem is to provide the teacher with a selection methodology and the mechanism for implementing the selected content in the educational process. Individual forms and methods of education are being replaced by holistic educational technologies in general and educational technologies in particular. Modern didactic system comes from the fact that both sides - teaching and learning, constitute the learning process. The modern didactic concept is created by such areas as programmed, problem-based learning, developmental learning (P. Galperin, L. Zankov,
V. Davydov), humanistic psychology (K. Rogers), cognitive psychology (D. Bruner), pedagogical technology and pedagogy of cooperation.

The goals of training in these modern approaches include not only the formation of knowledge, but also the general development of students, their intellectual, labor, artistic skills, and satisfaction of cognitive and spiritual needs. The teacher directs educational and cognitive activities, while stimulating their independent work, activity and creative search.

All modern areas of training can be considered from the point of view of some common provisions. On the basis of the immediacy (mediocrity) interaction between the teacher and the trainee, it is possible to distinguish forms of contact and distance learning, when the first group includes all traditionally developed areas of training, the second group includes distance learning that is currently being developed due to special technical means interacting at the exit and entrance. In our opinion, despite the variety of forms and methods of teaching the Russian language, a special place should be given to communicative techniques that are most effective in learning a second language by foreign students.

**Conclusion**

The world exists in realia. Language is a reflection and consolidation in the human mind of different relations between objects and phenomena of the real world. And each language has its own characteristics. Languages, adequately and fully reflecting the same objective reality, distinguish in it not the same characteristics, use different "internal forms", different material means. This makes it difficult to master a second language, since the acquisition of new language signs must begin with "desobjectivation" of other socio-historical or national experience that is accumulated in them.

In the practice of teaching a second language, the educational principle of active communicativeness has developed, which is aimed at establishing direct associative connections, inclusion of
students in that “linguistic picture of the world” that is characteristic of native speakers of the studied language, the possible elimination of “mediations” with the native language, and the search for “coagulation” cross-linguistic code transitions in students' internal speech.

The modern science of education has come to the point when there is a need to create pedagogical technologies that can provide a key link in the educational process – the development of the personality of all students, their activity. It is necessary to create those conditions of motivation and interest in the subject of training, in which the level of students’ activity and independence increases, skills of analysis and critical thinking, interaction and communication develop, when personal attitudes to the process of cooperation and social values change.

The introduction of innovative technologies in teaching of the Russian language and literature is an urgent need today. The modern literature lesson requires further development and rethinking of "critical thinking" in the process of reading and writing.

An important aspect of teaching is the concept of communicativeness in the practice of teaching Russian to foreigners. At the same time, communicativeness involves the use of the studied language from the very initial stages of learning in natural communication purposes and functions, or as close as possible to them. Teaching the Russian language to foreigners, even in the absence of the Russian language environment, is understood as teaching speech, communication and expression of thought.

There are only two main ways to teach communication: a) to form and support a specific motive for communication, and b) to organize a student's dynamic creative activity.

In the works of modern psychologists, it is emphasized that positive results in teaching can be achieved only when students have an internal urge to learn, clarity in understanding the general goals of teaching. The stronger the motive, the greater the need for
speech activity it causes. The student's activity and ability to act creatively will depend on the strength of motives.
In recent years, there has been a desire for a deep study of the goals and motives of learning, which, in turn, gave a fundamental turn to the didactics of the student's personality, the level of his claims. The process of mastering the language must be the comprehension of a living foreign language reality. This requires that language forms and structures be studied in situations where they are naturally used by those for whom the language is native. To understand a language, an extralinguistic element is necessary, knowledge of the actual situation with which this statement relates (Mitrofanova O. D., 1985: 89).
As the main **conclusions** the following provisions were put forward:
1. One of the pedagogical conditions that contribute to the effective formation of students' communicative competence is organization of the process of forming students' communicative competence. It should take into account the structure of speech activity, including the speech situation, motives, goals, needs, value orientations, the image of the result, the leading and background levels of speech activity and its stages (orientation, planning, implementation and control). This process cannot repeat the acquisition of the native language. New signs act as equivalents of already designated objects, relations, and phenomena. In other words, the natural connections between the second language and reality are complicated by artificial connections between the native and the second language. This leads to the inevitable conclusion that the acquisition of a second language, focused on comparing it with the native language, grossly violates the natural process of comprehension of objective reality.
2. Mastering a second language is complicated by the fact that in the process of using it, the form of manifestation of thought processes, the nature of reflection of social relations and the expression of categorical features and features of the nomination
inevitably change. We usually go to them from language forms, although it would be natural to go from them to language forms.

3. The communicative approach needs to rely on all communications, but, according to experts and scientists, must draw attention to the relations between the studied language and reality, and to emphasize that the mastery of a new linguistic signs is possible without the mediation of the native language.

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