

The Role of Text in Teaching Russian to Law Students

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Annotation: *The article considers the need to use text in the study of the Russian language for law students. This will optimize the learning process and improve the quality of education and teaching in higher educational institutions with a non-linguistic bias.*

Keyword. Text, method, technology, pedagogy, Russian language and literature.

Роль текста в преподавании русского языка у студентов юридических вузов.

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Аннотация. В статье рассматривается необходимость использования текста в изучении русского языка у студентов юридических вузов. Это позволит оптимизировать учебный процесс и повысить качество обучения и преподавания в высших образовательных учреждениях с неязыковым уклоном.

Ключевые слова. Текст, метод, технология, педагогика, русский язык и литература.

INTRODUCTION.

In modern pedagogical and methodological literature, the relationship was been considered as a complex phenomenon, the components of which are intersubjective connections, coordination, and integration. The methodology of teaching Russian language and literature has repeatedly raised the question of the need for a close relationship between these two subjects. This was been reflected in the works Of K. D. Ushinsky, B. Shcherba, N. M. Shansky, and others.

MATERIALS AND METHODS

The relationship between Russian language and literature in education is traditional and natural. The basics are obvious: texts-excerpts from works of fiction – often make up language material for exercises and dictation.

Currently, there is a significant amount of research on the selection of literary texts in language and literature teaching, educational texts as an object of linguodidactic description of the Russian language, improving the ability to read, the use of literary and linguistic-country studies in the process of reading literary texts.

DISCUSSION

However, work on a literary text in the national school, including the Uzbek one, is usually episodic and does not form a unified system of language and literature study. From our point of view, this system should been based on the transition from non-fiction texts to artistic ones, the formation of speech skills, the development of speech skills and the assimilation of linguistic and literary concepts.

In the monograph by A. N. Dawson emphasized that the teaching of Russian language and literature through the text shall been regarded as a particular "system of study of the Russian language". In teaching the Russian language and literature, it is necessary to use pedagogical technologies that allow you to develop a chain of classes. The totality and development of which would fully cover the study of a particular topic and reveal the sequence of development of the logic of assimilation and application of the acquired knowledge based on the study of the text. This type of work was been called cyclical planning, since the logic of cognitive activity of students and the teacher's learning activity is repeated cyclically from topic to topic. Based on the material of country studies, such planning involves covering historical, cultural, and national-specific texts in each lesson. In addition, in our opinion, it is productive to combine cycle planning with the method of critical thinking, which includes three stages: Challenge-Comprehension-Reflection.

Therefore, when studying the Russian language, students for whom it is not their native language can use the text (artistic) of the historical, cultural, national-specific context as an update to offer. The following types of work: historical

excursion, reconstruction of historical events, designing a family tree, costume ball, cultural commentary, poetry evening, meeting in a poetry cafe, dispute on aesthetic issues. This is the first stage—the Challenge. It allows you to interest the student, arouse a steady interest in the topic was being studied through the text, and generalize existing knowledge.

In order to understand the work of symbolist writers and poets, acmeists, futurists, and imagists, it is necessary to identify the links between intra-text components and contextual factors. In particular, it can be an analysis of the composition of a work of art as the primary basis of intra-text elements, the system of artistic means used by the author; consideration of the genre of a work as one of the organizing elements that include extra literary, contextual factors.

It assumes a historical understanding of the genre, a national-specific understanding of the genre, and the study of the individual author's interpretation in a specific artistic text. As a result, the concept of genre and compositional features of the work was been formulated. The second stage allows you not only to understand the information obtained during the analysis, but also to correlate it with existing knowledge.

The third stage involves the formulation of theoretical conclusions based on the analysis of historical, national-specific and individual author layers in the text, comparing the results of the research with achievements in this field of science. Determining the place of the information obtained in the theoretical paradigm, correcting the data presented in reference books, dictionaries, encyclopedias, taking into account the results of experiments and observations. Thus, the Reflection stage allows students to generalize the information received and form a holistic view of the (artistic) text as a cultural fact.

Thus, the text is the main source of various linguistic and aesthetic information, and the artistic text is Central to teaching Russian as a non-native language. Work on literary texts helps develop sensitivity to the Russian language, reveals his (literary text) deep layers, and contributes to the development of speech perception intonation and rhythms of the Russian language and peculiarities of the artistic world of literature and aesthetic understanding of the issues raised. The culture of a person's speech depends on the ability to understand fiction and communicate in a given language.

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Russian textbooks for senior secondary school classes in Uzbekistan show that the experience of school teachers, the content, forms and means of working on the development of monologue speech of Uzbek students do not fully correspond to the learning goals in the light of today's requirements for mastering Russian as a national language. The observed level of proficiency in monologue speech is only enough to retell what was been read or heard.

RESULT

Russian means that one of the goals of teaching the Russian language is to teach students of the national school to perceive texts and generate them (their own statements) in Russian. Therefore, the educational text should be the highest unit of teaching speech activity in the senior classes of the national school. In the linguistic literature, the question is debated whether a text is a unit of language, or whether it is a unit of speech.

When creating a text, the starting point is the practical activity of people (extralinguistic factors that determine the set of linguistic tools that are appropriate for a particular sphere of communication).

It is natural to teach a student how to create a text (their own statements) using the example of ready-made sample texts. A literary text has all the linguistic, aesthetic and communicative means that can define various spheres of communication, and in the educational sphere, it can become a unit of learning and, thus, can contribute to the creation of statements that participate in educational communication.

In addition, the artistic text, performing the function of influencing the aesthetic function, is also a means of educating students.

In summary, it should be noted that it is necessary to introduce text in the study of Russian language and literature students as art of high aesthetic and educational potential. Which consequently will raise the skill level, optimization of educational process, increasing returns to education funds, and, because of the artistic text as an alternative to the Internet in the form of a model of the world literature. In our opinion, the efficiency of this type of work is quite high, since it is associated with the competitive ability of literature not only as an object of study, but also as an art form that contributes to aesthetic and moral education through the prism of the text.

CONCLUSION

Thus, the use of literary text in the lesson of the Russian language has a number of advantages, and opens up unlimited opportunities for purposeful and fruitful work in the Russian language and literature, not to mention the fact that the appeal to the texts of Russian classics allows to raise the General intellectual level of students, at least in part to introduce them to the great national heritage of Russian culture.

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