

Formation of reading skills of students-inophones at the initial stage of learning the Russian language

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Annotation. The article describes the possibilities of using texts of historical content to improve the reading skills of students of foreign languages along with speech activity, phonetic, lexical, grammatical difficulties are shown, exercises for their prevention are recommended.

Keywords: texts, difficulties, Russian as a foreign language, teaching reading as a type of speech activity.

The problem of teaching foreign students to read as a type of speech activity is one of the most relevant and very significant in the theory and practice of teaching Russian as a foreign language. In the modern socio-cultural situation, it is very important for a student to have a high level of linguistic culture, which can be formed in the process of reading texts of historical content and literary works in practical classes in Russian as a foreign language.

Reading and comprehension of texts expands vocabulary and increases the level of general culture among foreign-speaking students, helps in mastering the Russian language. For the organization of teaching students-inophones to read, the question of the criteria for the selection of educational texts is important. Based on the recommendations of M. D. Strekalova [1, p. 4-5], we formulate the criteria for the selection of educational texts:

- linguistic criterion (it is laid down to students with the help of special tasks that help to identify difficulties);
- information criterion (information must be meaningful and accessible to trainees);
- cultural criterion (the text provides a useful cultural commentary, forms an idea of a certain historical epoch or an outstanding personality);
- the criterion of authenticity.

1. The linguistic criterion determines the selection of such texts that should be available to students. "The essence of this criterion lies in the correspondence of the text material to cognitive powers, human capabilities, the reader's preparedness and age characteristics, the level of his knowledge". [2, p. 9].

2. The information criterion is the main criterion for the selection of texts, since the purpose of teaching reading in a foreign language is for students to master the ability to read in this language, to teach them rational methods of perception and processing of information contained in texts of various nature. Taking into account this criterion means that the selected texts must contain a certain amount of new expected information that is significant for the trainees.

The significance of the information of the text in the process of learning to read in a foreign language is expressed:

- in strengthening the current language knowledge of students and obtaining new ones;
- in revealing the author's intention in the process of reading a text on a specific topic;
- in the formation of students' motivation and their cultural competence.

3. The cultural criterion determines the selection of texts that provide useful cultural commentary, since when reading texts, for example, historical content, it is important for students studying the Russian language to get acquainted with the history of Russia, to understand its culture, covering almost all spheres of social life, to form ideas about a certain historical epoch or an outstanding personality.

4. The criterion of authenticity. The word "authenticity" comes from the ancient Greek αὐθεντικό, which means 'authentic, real, true'. The criterion of authenticity suggests that teaching a foreign language should be based on authentic materials.

However, currently there are different approaches to determining the essence of authentic materials. Consider the most well-known points of view [for example: 1; 2].

In the traditional model of teaching reading in Russian, teachers prefer adapted texts with easier grammar and simplified vocabulary, believing that such texts better help students understand the content of the text. There is no doubt that at the initial stage of learning the Russian language, it is very difficult for students to read texts in the original because of ignorance of grammatical rules and a wide variety of words that the author uses for stylistic coloring of his text. Currently, many teachers highly appreciate the possibility of using authentic texts at an advanced stage of teaching Russian to those students who are far from the country of its use, outside the Russian language environment.

Russian orthographic, lexical, grammatical, stylistic norms, samples of the modern Russian language in authentic texts serve as the best examples for learning the Russian language, which brings students closer to the speech of native speakers. Authentic texts reflect the local conditions and customs of the Russian people, which helps students both in mastering new linguistic and cultural knowledge, and in forming their cultural competence. At the same time, the topics of authentic texts are closely related to real-life situations, which arouse students' interest in the Russian language being studied, promote a broad discussion of the material after reading. Thus, the use of authentic texts for reading and discussion contributes to the achievement of a communicative goal in teaching RFL.

In organizing the pre-text, text and post-text work of students with small fragments of historical or artistic content, the teacher must necessarily take into account phonetic, lexical, grammatical, linguistic and cultural aspects.

Let's first consider in more detail what exactly can cause modern students-inophones difficulties in the field of Russian **vocabulary** and what cultural component is needed [3, p. 12] in the process of learning to read.

In the process of reading texts, students regularly have lexical difficulties, and the encounter with homonyms, homographs, homofoms, polysemous words, obsolete words (historiazms, archaisms), dialectisms, occasional stable combinations causes particular difficulties. A teacher organizing the process of teaching Russian as a foreign language, it is advisable to take into account the phenomenon of interlanguage lexical interference and take into account the objective difficulties that are created by the vocabulary of limited use. Let's comment on the lexical difficulties.

Homonyms are the same in sound and spelling, but different in meaning of the word, they are quite common in Russian texts. For a foreign-speaking student, it is a certain difficulty that homonyms can coincide in sound, as well as in writing, but their meanings are not related to each other. For example *замок – замо́к* (castle – lock) illustrates homographs – a kind of homonymy phenomenon: *до́рог – доро́г* (dear-roads), *ве́сти – вести́* (news-leads).

During the reading of the text, students (level B1–B2) need brief side-by-side explanations of some stable expressions: *авгиевы конюшни* - Augean stables (unaffordable dirt and desolation), *втирать очки* - rub in the glasses (deceive), *Троянский конь* - Trojan Horse (hidden trap) etc.

Abstract **phonetic difficulties** are observed in the imposition of extra stresses on unstressed syllables" [4, p. 47]: По рецепту мне понадобились *мука́* (flour), молоко и яйца. - Читать фантастику для меня большая *му́ка* (torment). (According to the recipe, I needed flour, milk and eggs. - Reading fiction is a great torment for me). Here it is also possible to recall the non-distinction of voiced and deaf consonants [б] – [п], [в] – [ф], [г] – [к], [д] – [т], [з] – [с], [ж] – [ш], which leads to not only to pronouncers, but also to semantic and factual errors: Рядом с дорогой была гора. Вечером у него поднялся жар. *Пыль* была везде (There was a mountain next to the road. In the evening he had a fever. Dust was everywhere). When reading this text, the word " *пыль* " was encountered, which was vaguely pronounced and perceived with a phonetic

error as "быль" (true story), which caused a group of students to be perplexed, the need to correct the error, correct the pronunciation of the student who read the text aloud.

We will not ignore the **grammatical difficulties** that are observed in the process of reading and discussing the text by students studying Russian.

Our observations have shown that many students-inophones make grammatical mistakes when reading Russian texts under the influence of both objective reasons (the Russian language is inflectional, synthetic and the text contains a large volume of unfamiliar and little-used vocabulary, etc.) and subjective reasons (inattention, absent-mindedness of the student, individual temperament characteristics, etc.).

Regularly, in the answers to questions when constructing statements based on the material of the proposed text, errors such as incorrect use of prepositions *из/с* (*from-of*) etc., violation of lexical compatibility, violations in coordination are noted:

Тут ужас до того овладел Берлиозом, что он закрыл глаза. А когда он их открыл, увидел, что все кончилось, клетчатый исчез, а заодно и тупая игла выскочила из (not с) сердца. (М.А. Булгаков, Мастер и Маргарита). (Then Berlioz was so terrified that he closed his eyes. And when he opened them, he saw that it was all over, the checkered one disappeared, and at the same time a blunt needle popped out **of** his heart. M.A. Bulgakov, The Master and Margarita).

Берлиоз бежит на Малую Бронную. С (not из) другой скамейки ему навстречу встаёт странный полупьяный субъект в клетчатых брюках и пиджаке и, кривляясь, указывает на выход из аллеи. На Малую Бронную как раз поворачивает трамвай. Берлиоз останавливается переждать вагон, но его ноги у турникета внезапно попадают на что-то скользкое. (М.А. Булгаков, Мастер и Маргарита). (Berlioz runs to Malaya Bronnaya. **From** another bench, a strange, half-drunk person in plaid trousers and a jacket gets up to meet him and, grimacing, points to the exit from the alley. A tram is just turning onto Malaya Bronnaya. Berlioz stops to wait out the carriage, but his feet at the turnstile suddenly fall on something slippery. M.A. Bulgakov, The Master and Margarita)

We offered foreign-speaking students a set of tasks aimed at removing phonetic, lexical and grammatical difficulties.

1. Phonetic task.

Place the emphasis in proper names.

Бальзак, Дворжак, Познань, Молох, Балашиха, Заходер, Перу, Шри-Ланка.

2. Lexical task.

Explain the meaning of words using a dictionary:

Заблуждение, ускорение, голод, стержень, изучение, льстить, континент.

3. Grammar task.

Expand the brackets, using the desired form of the participle or adverbial.

— Матвей, сестра Анна Аркадьевна будет завтра, — сказал он, остановив на минуту глянцеви́тую, пухлую ручку цирюльни́ка, _____ (*расчищать*) розовую доро́гу между дли́нными кудрявы́ми бакенбарда́ми. (Л.Н. Толстой, Анна Каренина).

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