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IN THE LESSONS OF RUSSIAN AS FOREIGN AND A FOREIGN  
LANGUAGE**

**Abstract.** In modern teaching methodology, the mastery of a non-native language is described through the concept of speech competence, i.e. knowledge of the basic laws of language and speech functioning and the ability to use them to solve professional problems. The authors consider the most productive methods and techniques of forming students' speech competence in teaching Russian as a foreign language and English. An important direction is working with the lexical meaning of a word, its stylistic coloring, and etymology. Here, the technique of creating a cluster or a cinquain is applied. When forming speech competence, situationality is taken into account, i.e., the selection of relevant situations that encourage speech activity. Additionally, a significant role is played by the use of project-based learning, during which the student acquires knowledge and skills in Russian as a foreign language and English. The project-based method includes role-playing games, performances; research, creative tasks, and multimedia presentations. Oral forms of developing students' speech competence include participation in interviews, debates, discussions; dialogues and polylogues considering speech etiquette, etc. Speech competence of students in Russian and foreign language lessons is formed in the course of complex application of various ways, methods and techniques.

**Key words:** speech competence, situationality, work with vocabulary, project-based method, methods of developing oral speech.

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**Introduction**

The demand for a specialist in the labor market, his competitiveness largely depend on the availability of competent speech (oral and written), knowledge of the methods of speech influence, persuasion, and the ability to communicate effectively. In our technological world, the trend towards the formation of a "clip" perception of the world is rapidly growing, which leads to a decrease in speech culture. In the life of a modern student, a decisive place is occupied by a computer, which is considered not only as a teaching machine or an object of study, but as a means of expanding the intellect

of students and their development. However, along with the positive influence of the computer on the learning process, it is necessary to note the negative: there is a "rejection" of students from communication with other people; there is no way to open the spiritual world, to check the level of speech. Therefore, speech and communicative competences in the life of a student often turn out to be unclaimed.

The social significance of the Russian and foreign languages is determined by their ability to reflect the public face of a person, therefore, the task of the university is to form such a linguistic personality that can use the entire functional potential of the language system in its various stylistic, aesthetic, cultural manifestations. A student reaches the highest level of speech culture if he has a correct and coherent speech. This means that he/she does not make any mistakes, and also knows how to build statements in the best possible way in accordance with the purpose of communication, moreover, how to select the most suitable words and constructions in each case, taking into account who and under what circumstances he/she is addressing.

The main task of Russian and foreign language lessons in a pedagogical university is the formation of motivation for mastering and using a variety of speech means (disclosure of the creative initiative, awakening interest in the language based on one's own observations, impressions, etc.). Motivation can be formed if students are taught to separate the main from the secondary in the statement; argue their statements and understand the arguments of the interlocutor; analyze and predict; defend one point of view or another.

To create a learning process as a model of the communication, one means to form only the basic, fundamentally important, essential parameters of communication, including the following: the personal nature of the communicative activity of the subject of communication, the relationship and interaction of speech partners, situations as a form of communicative functioning, the content basis of the communication process, the system of speech means, the assimilation of which would provide the communicative activity in particular situations of communication, the functional nature of the assimilation and use of speech means, even its heuristic nature.

### **Materials and methods**

The fall in the general level of students' speech culture leads to the requirement to find such methods that can improve their speech competence. Methods and techniques to form students' speech competence in the lessons of Russian as a foreign language and a foreign language should be of a certain system of interdependent and complementary means, taking into account the characteristics of these academic disciplines in general and the characteristics of each of their sections. Among the traditionally established teaching methods, we focus on the communicative method which is considered as the functional representation of linguistic material at all levels (phonetic, lexical-phraseological, derivational, grammatical), which allows to perform a speech-communicative function, expressing a certain meaning. According to A.N. Yurieva and M.S. Kunapyaeva, the content of the educational material is "determined by the communicative-activity method" (Yuriev, Kunapyaeva, 2021, p.3). S. Kunanbaeva considers the communicative approach as the main pedagogical theory in the modern foreign education (Kunanbaeva, 2010, p.20). Communicative method is based on "ability and readiness of a student to make a contact with their groupmates and a foreigner, and be aware of the foreign culture and

through it to introduce their own culture”, such an ability is a constituent of the foreign communicative competence, according to I. Bim (Bim, 2007, p.47).

Special studies of the last decades convincingly prove that speech competence is an integral part of personality culture. In the context of competence-based approach in the modern educational paradigm of higher education, the great importance is attached to the formation of the studied competence. To solve the task of forming students' competence is possible if a teacher can reveal his own and students' interest in creative attitude to the modern Methodology.

Speech competence can be specified only when speech competence is defined, that is, the range of relevant issues, problems and tasks. If competence delineates the boundaries of a problem, then competence implies a means of solving this problem. The “New Dictionary of Methodological Terms and Concepts (Theory and Practice of Language Teaching)” notes “speech competence is part of communicative competence. It means possession of methods of forming and formulating thoughts through language and the ability to use such methods in the process of perception and generation of speech. We should talk about the quantitative and qualitative composition of speech competence. It can be more or less. However, speech competence, like language competence, is not an end in itself, but an intermediate link on the way to communicative competence. It is subject to assimilation in the amount necessary and sufficient to solve the problems of interaction in the process of communication in accordance with the norms of the language being studied, the usage and traditions of the culture of this language” (Nefedova, Ukhova, 2016, p.40). Speech competence is a subcompetence of any foreign language communicative competence. According to I. Bim, “the speech competence is associated with the ability to perceive and generate texts (statements) of various genres, nature and volume in accordance with a specific communication situation and with communicative intention” (Bim, 2007, p.56).

The role of the teacher in the formation of these competencies should be correctly defined. The correct speech behavior of a teacher is a “strategic weapon”, which is a consequence of the formed speech competence, which, in our opinion, consists of the following basic components: rhetorical, pragmatic, stylistic. A teacher of Russian and a foreign language acts as a manager who is able to organize interaction with students within the educational process in such a way as to contribute to the formation of their own competence: readiness for independent and creative development of various types of speech activity.

### **Results and discussion**

When forming the competence of students in the field of speech communication, their orientation to the interlocutor it is necessary to determine their orientation to the interlocutor in the way you speak, write, and express your attitude towards the interlocutor. A teacher of Russian and a foreign language should have a high level of methodological competence and a sufficient amount of knowledge about the national and cultural characteristics of students, which largely determines the success of the learning process and the effectiveness of the pedagogical system.

It should be taken into consideration that teaching any languages is the improvement of the skills of using the language in certain communicative situations, in oral and written speech, which contributes to the self-development of the individual. Therefore, it is

necessary to implement a communicative orientation in teaching a language, that is, to teach students to solve certain communicative tasks with language means in different areas and situations of communication. The problem under consideration is due to the social need for the development of free, logically consistent, expressive monologue speech, which students do not know enough.

Today we widely use communicative, creative, and game methods in practice that contribute to the development of oral and written activities of students. The role of modern educational technologies in the development of personality is quite high. However, in our opinion, everything is based on everyday work with *the word* – an important tool for understanding the world and a means of self-expression. In the process of work, students are acquainted with the lexical meaning of the word, its stylistic coloring, and etymology. It is painstaking work with the word that helps to create a cluster or a sync wine, write an acrostic, which helps to create a situation for finding a new solution in the lesson, and the development of *critical thinking*. The accuracy of speech is the choice of such language means that best express the content of the statement; reveal its topic and main idea (Yuriev, 2020, p. 4).

On the other hand, we cannot but take into account the independent work of students. The quality of students' speech training depends on the effectiveness of independent work in the lessons of languages. A teacher should know the communicative, learning and educational needs of students to determine the structure and scope of their independent work. *Communication needs* are identified based on an analysis of the situations in which they have to use Russian or a foreign language, and the establishment of an existing gap between what the student has already known and can do and what he should achieve.

The need to start communication is generated by a *situation* that can be understood as a set of speech and non-speech conditions necessary and sufficient for the performance of speech activity, i.e. such a combination of circumstances that prompts a person to act verbally. The *principle of situationally* means the selection of topical problems that make up the content side of communication and contribute to the creation of situations in the classroom that contain an incentive to speak. Such a principle can be implemented with the help of situate exercises which include the following tasks: Determine the features of the communication situation (where? with whom? why is it being spoken?), the style of speech and the main style features inherent in the speech of this style"; "Read the text. Imagine the environment in which the events take place" Compare two texts. Where can each text be used, in what situation of communication, etc. Such tasks contribute to the formation of the need (motivation) for communication; stimulate the desire of the student to share with others how the situation or event is perceived. The exercises will be more effective if they are performed systematically and consistently, and arranged according to the principle of increasing difficulty: they reflect the gradation of communication skills from working with a sample text (receptive activity) to creating your own text (creative activity).

In our opinion, the most productive means for forming speech competences of students in oral (written) forms are *a project work, a dialogue and a presentation*.

The project method is a learning system in which the student acquires knowledge and skills in the process of planning and performing gradually more complex practical tasks – projects. The project activity of students is an independent structured work aimed at solving a specific problem that requires integrative knowledge and research search. The

theme of the project should always be problematic. The teacher is obliged to direct the student to solve the problem on his own.

M.A. Palagunina defines an educational project as a complex of search, research, calculation, graphic and other types of work performed by students on their own with the aim of practical or theoretical solution of a significant problem. The purpose of the project work is to develop in students: independence in thinking and actions; communication and research skills; the ability to cooperate; ability to work with information, formulate problems and find ways to solve them; critical thinking (Palagunina, 2010, p.156).

The use of this method in the lesson is as follows: setting a general problem – self-formulation of micro problems in groups – finding a solution in the process of speaking in groups – creating a group (or individual) reference summary – presentation of a micro project at the blackboard (one person from the group) – additions, correction of the presented project by the members of the group – presentation of the project as a whole.

During the preparation of a reasoned statement, a general reference summary is drawn up, in which quotes, aphorisms, catchphrases from texts should be presented, confirming the keywords of the lesson's problem. It is important to teach students speech skills, the ability to choose the most stylistically accurate, justified, expressive, intelligible language option. The development of the problem must end with a real, practical result, formalized in one way or another.

The main objectives of the project method are:

- 1) self-expression and self-improvement of students, increasing the motivation for learning, the formation of cognitive interest;
- 2) the implementation in practice of the acquired skills and abilities, the development of speech, the ability to competently and reasonably present the material under study, to conduct debatable polemics;
- 3) demonstrate the level of culture, education, social maturity.

We can determine some project types as:

- 1) role-playing games, dramatizations (fairy tales, TV shows, holidays, musical performances, etc.);
- 2) research (country studies, generalization of scientific knowledge, historical, environmental, etc.);
- 3) creative (essays, translation, scripts, wall newspapers, etc.);
- 4) multimedia presentations.

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Like any phenomenon in science and methodology, the project method has some drawbacks including: 1) lack of references, citations or incorrect citation volume; 2) ignoring abstract clichés – compositions, connective structures; 3) lack of an author's position: presentation of one's own concept, vision of the problem; 4) factual errors, inaccuracies; 5) weak or formal argumentation, the presence of repetitions, violations of logic; 6) colloquial connotation, non-compliance with the language features of the style (the presence of terms, impersonal or generalized personal constructions, split predicates,

denominative prepositions); non-compliance with the norms of spelling and punctuation. The teacher needs to correct the found errors and recommend the work for re-issuance.

Oral statements help to teach students to listen and hear, formulate their thoughts and argue them. Oral forms of work include participation in interviews, debates, discussions; the art of conversation, negotiations; telephone conversation; a story about viewed films, video films; speeches, messages, reports; dialogue and polylogue, taking into account speech etiquette. Written forms of work include: writing articles, reviews of the book, annotations and reviews of the book read, article; drawing up a plan, notes; writing a speech, editing a written text; writing essays, presentations and creative dictations.

Any teacher in the process of pedagogical activity encounters students who have trouble in mastering and testing the educational material according to the program. Students should be helped to realize the need to focus their words on the interlocutor (interlocutors), to emphasize the importance of the most accurate selection of language means for the implementation of their communicative intention. For this purpose, it is very effective to use oral dialogue in the lessons.

In the process of communication, students resort to various communication strategies that bear the imprint of a person's personality. The communicative strategy of *dialogical interaction* can be defined as a set of options for speech implementations that are possible in specific communicative circumstances and reflect the process of choosing a specific option in a specific communicative situation. Communicative tactics, as opposed to strategy, as a general outline of communicative behavior, is considered as a set of practical moves in the real process of speech interaction. It does not correspond to a communicative goal, but to a set of separate communicative intentions. The more competent students are in language and speech, in applying the rules of communication, the more diverse and flexible their strategies and tactics are, and the more successfully they achieve their goals.

To arrange a productive work with *the presentation* a teacher should motivate students for their speech activity. Students as analogous to the main task – to deepen knowledge about the subject, should perceive this goal. When a student is speaking, the teacher should not interrupt him, trying to help or correct him, even if it is obvious that the performance is doomed to failure. The teacher's attempt to formulate what the student has to say leads the student away from the system of verbal and cogitative coordinates and imposes on him the "saving" facts of someone else's verbal thinking.

Communicative interaction involves evaluating a presentation according to certain criteria developed and agreed upon in the group. After the presentation, each student expresses his opinion about what he saw and evaluates the work according to these criteria. The role of the teacher is defined as providing a correct summary of the speaker and the group.

The process of communicative development of a personality is impossible without the formation of a theoretically clear idea of the functional-semantic typology of speech, without developing the ability to analyze a text in terms of its belonging to a certain type, the ability to create texts in accordance with the functional-communicative, compositional-structural, lexical-grammatical characteristics of that or another functional type of speech.

### Conclusion

Based on the foregoing, the following conclusions can be drawn: the pedagogical capabilities of an educational institution consist in the formation and activation of the speech competence of students and represent a set of opportunities that provide Russian and foreign language lessons; abilities (interaction between a teacher and a student) and resources (i.e. the entire education system of the university). The formation of speech competence is based on the personal qualities of the student, skills, abilities, knowledge and horizons.

The speech competence of students in the lessons of Russian and foreign languages is guaranteed by the result of a comprehensive study of all aspects of speech (its textual basis, style varieties and types of utterance organization). The style of pedagogical communication largely determines the effectiveness of mastering subject knowledge and skills by students' influences the culture of interpersonal relations, creates an appropriate moral and psychological climate of the educational process.

In modern society, people who can quickly adapt to new conditions are in demand. That is why the modernization of education puts forward the idea of competence-based education, when the first place is put forward not awareness, but the ability to apply the acquired knowledge, skills and abilities in a real life situation, that is, in society. The core of this process is the ability to be fluent in all types of speech activity. Communication is an important condition for the socialization of the individual.

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### **ОҚУШЫЛАРДЫҢ СӨЙЛЕУ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ЖОЛДАРЫ ШЕТЕЛ ЖӘНЕ ШЕТЕЛ ТІЛ РЕТІНДЕГІ ОРЫС ТІЛІ САБАҒЫНДА**

**Аңдатпа.** Қазіргі оқыту әдістемесінде ана тілі емес тілін игеру сөйлеу құзыреттілігі ұғымы арқылы сипатталады, яғни тіл мен сөйлеу қызметінің негізгі заңдылықтарын білу, және оларды кәсіби мәселелерді шешуде пайдалана білу. Авторлар орыс және ағылшын тілдерін шетел тілі ретінде оқыту кезінде оқушылардың сөйлеу құзыреттілігін дамытудың ең өнімді әдістері мен тәсілдерін қарастырды. Сөздің лексикалық мағынасымен, стилистикалық бояуымен және этимологиясымен жұмыс істеу жолдары маңызды сала болып табылады. Мұнда кластер немесе синквейн жасау техникасы қолданылады. Сөйлеу құзыреттілігін қалыптастыру кезінде ситуациялық жағдай ескеріледі, яғни сөйлеу белсенділігін ынталандыратын ағымдағы жағдайлар қарастырылады. Сонымен қатар, жоба әдісін қолдану маңызды рөл атқарады, жлба әдісі арқылы студент орыс және ағылшын тілдерді шетел тілдері ретінде игереді. Жоба әдісі рөлдік ойындарды, драматизацияны қамтиды; зерттеу, шығармашылық тапсырмалар, мультимедиялық презентациялар. Студенттердің сөйлеу құзыреттілігін дамытудың ауызша түрлеріне сұхбат, пікірталас, пікірталасқа қатысу; сөйлеу этикетін ескере отырып диалог пен полилог және т.б. құрастыру. Орыс және ағылшын тілдері сабақтарында оқушылардың сөйлеу құзыреттілігі әртүрлі әдістерді, тәсілдерді кешенді қолдану арқылы қалыптасады.

**Түйінді сөздер:** сөйлеу құзыреттілігі, жағдаяттық қабілет, сөздікпен жұмыс, жобалық әдіс, ауызша сөйлеуді қалыптастыру әдістері.



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## **СПОСОБЫ ФОРМИРОВАНИЯ РЕЧЕВОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ НА УРОКАХ РУССКОГО КАК ИНОСТРАННОГО И ИНОСТРАННОГО ЯЗЫКА**

**Аннотация.** В современной методике преподавания владение неродным языком описывается через понятие речевая компетентность, т.е. знание основных законов функционирования языка и речи, способность к их использованию для решения профессиональных задач. Авторами рассмотрены наиболее продуктивные методы и приемы формирования речевой компетентности студентов при обучении русскому как иностранному и английскому языкам. Важным направлением является работа с лексическим значением слова, его стилистической окраской, этимологией. Здесь применяется прием создания кластера или синквейна. При формировании речевой компетентности учитывается ситуативность, т.е. отбор актуальных ситуаций, побуждающих к речевой деятельности. Кроме этого, большую роль играет использование метода проектов, при которой студент приобретает знания и умения по русскому языку как иностранному и английскому языку. Проектный метод включает ролевые игры, инсценировки; исследовательские, творческие задания, мультимедийные презентации. Устные формы формирования речевой компетентности студентов включают участие в интервью, дебатах, дискуссиях; диалог и полилог с учетом речевого этикета и т.д. Речевая компетенция студентов на занятиях по русскому и иностранному языкам формируется в ходе комплексного применения различных способов, методов и приемов.

**Ключевые слова:** речевая компетентность, ситуативность, работа с лексикой, проектный метод, методы формирования устной речи.

### **Authors` contributions**

**Starchenko G.N.** – conceptualization, formal analysis, methodology, writing – review and editing.

**Shirokova Zh.K.** – methodology, software, formal analysis, roles/writing – initial draft, writing.