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SITUATION EXERCISES IN RUSSIAN LANGUAGE LESSONS

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ABOUT ARTICLE

Key words: Situational task, speaking, speech development, Russian as a foreign language, educational process.

Abstract: This article discusses the practical and pedagogical foundations of situational exercises in the course of the Russian language lesson.

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INTRODUCTION

Currently, the method of situational tasks is actively used in the study of various subjects of natural-scientific, technical, military, and medical sciences. Increasingly, this method was used in the study of humanities and foreign languages.

Situational tasks are tasks that allow the student to master intellectual operations in the process of working with information: familiarization - understanding - application - analysis - synthesis - evaluation. We understand the situational task as a methodological method, including a set of conditions aimed at solving the situation in practice to form components of the educational content.

Thus, E. I. Passov stated that "the situation should be understood not as a set of extralinguistic situations, but as a system of relations reflected in the minds of the interlocutors. The situation is such a dynamic system of relations between students that, due to its reflection in the mind, it is personal to the target activity creates a need and feeds this activity".

There are three "situations" in methodological literature:

1. The situation of reality is a set of such conditions (states) in the activity of any person, some of them, including opposition, create a problem for this person - the task of action, that is, it forms the target part of the action, and the other part defines the executive side of the action of this population.
2. Speechless situation - a set of such conditions (states) in the activity of any person, part of which, including opposition, creates a problem for him - the task of movement, and the other part of this population is a certain physical ensures the fulfillment of the task by the person himself through action.
3. Speech situation - a set of such conditions (situations) in the activity of any person, part of which, including a contradiction, creates a problem for him - the task of action, the other part of this population is solving the problem with the help of the interlocutor determines the possibility, referring to it serves

as a speech act. The peculiarity of the situational task is that it is focused on specific practice, but specific knowledge of science is necessary to solve it. In Russian language classes, practical situations are usually solved as a foreign language, because playing them allows students to feel more confident in everyday reality.

There are a number of criteria by which you can choose material for situational tasks. These criteria include:

- the problem of the situation should be formulated in the form of a story, coherent text;
- relevance: for a situational task, it is necessary to obtain topics that are relevant for future professional activity or within the scope of the studied topic;
- practical relevance: the task should be interesting and related to the real situation that the future specialist will have to face in his work;
- context: it is important that the problem presents a problem that activates a certain body of knowledge, that forms specific skills and abilities related to the studied subject material;
- address: when creating situational tasks, it is necessary to take into account the age characteristics of students and their level of preparation on the subject;
- typical: situations should reflect a typical situation, which predetermines the ability to analyze situations by applying analogy in the future. We would like to add that situations should be normal only at the beginning of each subject's application. In the further use of the method of situational tasks, it is necessary to complicate the situation and provide not only typical, but also innovative, creative approaches to problem solving. Otherwise, the student loses the ability to take a creative approach to solving problems;
- concreteness: the existence of a clearly expressed condition of the problem and the goal of its solution, formed in such a way that the student can clearly imagine what is expected of him as a result of the work he has done. At the same time, the presence of antecedent factors that are not directly related to the problem, but nevertheless help to find an optimal solution to the problem, at first glance, is allowed;
- the presence of the potential for student development: the content of the situation task should include questions that require analyzing the situation, drawing logical conclusions, expressing one's opinion, building and justifying a personal position in relation to the specified problem;
- option: the task should have several solution options, which will allow you to develop your learning ability to search for the most optimal one.

These criteria will help the teacher to correctly structure the text of the situational task. In the Russian language lesson, it is recommended to use situational tasks for the formation of speech skills as a foreign language. Speaking is an effective type of speech activity in which oral communication is carried out, it is the most active form of communication. The purpose of speech is to express thoughts, feelings, and transfer information, that is, mandatory training of this type of activity is required in the context of communication. Speech should be considered in the system of communicative method. Learning to speak is one of the most difficult tasks of teaching Russian as a foreign language. The challenge is to master the language material perfectly and use it as a means of communication. The use of situational tasks helps to solve this problem.

When teaching Russian in the preparatory course, the material is usually built on the basis of the thematic principle. It is appropriate to use the method of situational tasks in the study of lexical topics. Active formation of the student's lexicon takes place at the primary level. When studying the topics "Dating", "Etiquette", you can invite students to solve such situational problems:

1. You are going by bus. Ask to hand over the ticket money. Thank the passenger for his help.
2. You are in a Russian language class (in the theater at your friend's birthday party). Express your request using speech constructions.
3. There are different ways to express refusal in Russian. Refuse to give a pen to a stranger; brother (sister); friend
4. Your friend is at your house for the first time. Introduce him to all members of your family: parents, grandparents, brothers, nephews.
5. Call your friend (teacher's parents) and arrange a meeting.
6. You came to your friend. His room is cold (hot). Ask your friend to solve the problem.
7. You visited, but the hostess was called from the room and she did not have time to imagine you. Get to know the guests yourself.

You came to the director of the company to find a job as an engineer (sales doctor mechanic driver). Talk about yourself. You have finished school and want to be a doctor. Convince your parents. They invite you to hockey. And you already have a basketball ticket. You want to go skiing. Invite your friend (girlfriend). You came to your friend. Talk about your favorite sport. Take a tour of the city of Omsk (through the capital of your country). You are lost in the city. Explain to the passenger how it happened and ask for help. Your friend comes to visit you. It's winter. Tell me what the weather is like now and what clothes you need. You came to Omsk in the fall. Tell the group what you are wearing.

Another option is to invite the student to talk about the person from the picture (prepare in advance in the form of a slide or handout). It can be images of famous and unknown people. At the basic level, students' vocabulary is actively replenished by introducing many new words that should be included in oral speech. In order to form stable speaking skills at this stage in the preparatory course of the Russian language course while studying the topic "education", "travel", you can solve the following problems:

1. Talk about the first day of your first class (the first day of the institute about the graduation day of the school about the first exam).
2. You are a Russian language teacher. Conduct a Russian language lesson in the 1st grade of your school.
3. A foreigner approached you on the street and asked you to explain how to get to the station.

At the basic level of education, as ready-made models, the student may be offered a whole text from which the student must construct his own model. In primary school, children learn to read, write and count. In high school, students study various subjects: physics, chemistry, languages, mathematics, history, geography, etc. School students attend classes. Each student has a diary, where teachers put marks. During the lesson, students must answer the teacher's questions, perform exercises, write sentences, count and read. Often the teacher calls the students to the blackboard. After each lesson, the teacher assigns homework and checks it in the next lesson. Secondary education ends with final exams called the unified state exam (unified state exam).

After the final exams, former school students can enter the university (higher educational institution). Students and cadets receive higher education at the university. All students and trainees attend classes, where they listen to lectures and write theses, participate in seminars. Students and cadets take tests and exams every semester. Teachers grade loan books.

Situational tasks using tables (tables-diagrams) are very functional. They allow to present the essence of communication and its conditions in a visual and generalized form and to add grammatical material necessary for learning the topic, without which it will be difficult to create an effective communicative model. In addition, the table can be a "reference" for constructing the answer. It contains all the

necessary information in a compressed form (in the format of a plan or thesis plan), which will be the basis for creating a coherent text, for example:

Note that when solving a situational problem, the teacher and the student have different goals: the student tries to find a solution that fits the situation; the teacher tries to develop the way of activity by the students and to understand its essence. When solving a situational problem, the student always "goes out" of the educational process, into the social space, and this is what makes it possible to turn the situational task into a means of organizing the social practice of students. Practical situations are usually offered in classes of Russian as a foreign language, because it is their playing that allows foreigners to feel more confident in everyday life.

Thus, when learning to speak in the preparatory course of the university, it is appropriate to use situational tasks, because it helps to form speech skills and actively develop speech. Tasks that the teacher relies on various materials help to increase motivation for learning, develop communication and activity of students, reveal their creative potential.

Situational tasks allow practical application of the knowledge gained during the study of various topics, while they can provide the expansion of the student's educational field. Situational problem solving, based on involving students in actively solving educational problems identical to real problems, allows you to quickly manage various information, independently and quickly find the information necessary to solve the problem, and finally, allows you to acquire the skills of learning to use your knowledge actively, creatively. The practical orientation of situational tasks helps to adapt students to the country of the language being studied.

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