

The Role of Russian Songs in Learning the Russian Language for Foreigners

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Annotations. This article is devoted to the problem of using songs in Russian language lessons as a linguodidactic tool. The article reveals the essence of songwriting as a speech material and as a means of intercultural interaction. The features of the formation of language, speech and communicative competencies in the process of using a song in a Russian language lesson are considered, the specifics of the formation of speech skills in Russian language lessons through song material are noted, differences between songs are revealed and ordinary texts of different directions. The article substantiates the reasons for the need to introduce song material into the content of teaching the Russian language at various stages, as well as the possible results of teaching Russian speech to students on this material; From a linguoculturological position, the article examines the educational potential of song material, compares it with other forms of expression of the artistic word, substantiates the usefulness of studying Russian folk songs.

Key words: speech skills, song material, intercultural interaction, listening.

The problem of using song material in Russian language lessons is studied not only at the linguodidactic, but also at the cultural level. The song, along with fiction, painting, theater and cinema, is able to acquaint students with foreign-language forms of culture. Acquaintance with a foreign culture begins with a language that conveys the main features of this culture, is its active translator. However, the language, in turn, is expressed in special forms of folk art.

A song is poetry dressed in live music, and the combination of two pillars of culture - the artistic word and music - has a huge linguodidactic potential. Therefore, in the methodology of teaching the Russian language, much attention is paid to song material. Music plays a huge role in learning, influencing the emotive component of the activation of educational and cognitive activity, the artistic word instills a love for learning a foreign language, because it brings up a craving for a different culture, for its features and secrets. The song absorbs all the didactic power of both music and the artistic word, and therefore is characterized by a more tangible linguodidactic potential.

The song makes a great contribution to the cultural enrichment of students through the study

of linguistic phenomena. The song material, influencing, first of all, the emotional side of the personality, makes one pay more attention to the language being studied, to the culture that it broadcasts. It is known that foreigners have always tried to penetrate into the depths of the mysterious soul of the Russian, and this attempt is reflected in the interest not only in the culture itself, but also in the Russian language. The song is able to open one of these paths to a foreign student, satisfy personal curiosity and at the same time solve educational problems. Russian-language songs are presented abroad in very small doses, they are practically not listened to there. Therefore, it is effective to introduce song material into the RFL teaching system.

Teaching the Russian language on the basis of song material is associated with separate mandatory requirements for such learning. The texts of Russian songs should be analyzed for compliance with the educational tasks being solved at this stage, both from a linguistic and cultural point of view. The song work should be distinguished by accessibility for perception, should be easy to learn. The regular use of songs as a linguodidactic means increases the motivation to learn the Russian language, to master the truly beautiful Russian speech. At the same time, Russian songwriting contributes to the formation of conditions for intercultural communication. Getting acquainted with Russian songs, foreigners usually show a keen interest in songwriting, want to join the latter, participate in Russian holidays, round dances. The Russian song becomes the very educational core that underlies the teaching of Russian as a foreign language at all stages.

One of the most effective ways to influence the feelings and emotions of students is music, which is the strongest mental stimulus that penetrates the innermost depths of consciousness. The top, which summarizes all the acquired language knowledge, skills and abilities, and the main unit of learning, is the text. When selecting texts when studying Russian as a foreign language, one should take into account that, according to psychology, a person remembers much deeper and faster what is close to him, what he experiences emotionally. Therefore, the song, which combines the characteristic features of printed text and audio material, is a universal means of teaching Russian as a foreign language.

The song, being a complex syncretic phenomenon of the language, acts in the learning process primarily as an original educational text, "a fact of the culture of a foreign language, suitable for educational communication and having a sign function." The song text belongs to the projective type of educational texts, although sometimes learning a song has a completely pragmatic goal. Thus, the song may well perform a dual function: on the one hand, to help a foreigner come closer to understanding the Russian way of thinking, the Russian worldview, and on the other hand, to be a tool that allows a foreigner to enter into direct socio-cultural communication with native speakers of the Russian language, which in relation to the process learning a foreign language, it is more correct to talk not just about songs, but about song material. Song material, on the one hand, is a sample of sounding foreign speech, and on the other hand, a carrier of cultural information.

According to a study studying the speech portrait of modern "linguistics", the personal structure of the song text can first of all highlight the following meanings for a native speaker:

- Lyrics are a special and important part of a person's speech environment;
- The song is part of history, spiritual culture, part of the whole people;

- the song contributes to the formation of the vocabulary and grammatical minimum of native speakers every day, in addition, the song helps people to think - the stereotypes and forms of thinking that penetrate the human mind through the song remain constant and remain forever;
- The song gives an ideal scale of life values.

The song repertoire should not be limited to Russian folk songs, although such a song has a special cultural significance. Also, don't add songs to program material too quickly. Slow and quiet songs help more in solving the educational and methodological problems facing teachers of Russian as a foreign language. The use of songs in Russian language lessons is a very effective educational process, but at the same time it requires a careful approach to preparation and organization. Students should also be encouraged to work independently on listening, i.e. to purposefully listen to songs outside the classroom. The content of the song material in the Russian language lessons, the choice of ways and means of its implementation remains the most important educational task, in solving which the teacher takes responsibility for the effective assimilation of relevant language knowledge by students. Required language and communication skills.

The learning process can be effective if the song material is chosen correctly and conditions are created for its full understanding by all students. But it is also important to remember the individual-differential approach, which requires taking into account many factors that affect the successful assimilation of language material and familiarity with speech in Russian.

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