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## STRUCTURAL-FUNCTIONAL MODEL OF TEACHING ORAL COMMUNICATION IN RUSSIAN LANGUAGE AS A NON-NATIVE STUDENT ON BASES OF PROJECT TECHNOLOGY

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The article is devoted to the structural – functional model of teaching oral speech from the start language as a non-native language to students on the bases of project technology. Drawing up the model of pedagogical problems are necessary to maximize the endowment of the cognitive process in research through the using of the art formations in a graphic, sign or symbolic form. In the pedagogical encyclopedic dictionary, the concept of “modeling” is defined as a method of studying objects of their models. The model reflects any aspects of the original language of teaching oral communication in Russian, which has been actualized especially recently in connection with the emerging trends of social life in Kyrgyzstan, such as: global challenges manifested in migration processes on a global scale; population mobility; creation of a global economy, science-based services, change in requirements for educational achievement; change in the forms of participation in the political life of the country; change in social ties; evolution of values, etc. – all this indicates problem fields in education. The construction of a model of teaching oral communication in Russian for bachelor students on the basic of project technology, implies that teaching can be consistently described within the framework of this model. The modern vocational education system faces fundamentally new tasks; to carry out a competence-based, personality-oriented approach in teaching students. The social order of society orients of modern university towards the training of independently critically thinking teachers and specialists in production, business who are able to see and creatively solve the emerging problems of students in business and in production. The model allows you to see the oral communication in Russian of bachelor students on the basis of design technology in the form of a holistic process, to isolate all the components in their relationship and interaction.

**Keywords:** state educational standards of higher professional education, oral, communication, training model, competence based, personality-based, linguocultural, approaches, component, project technology, students

At present, the task is not only to master the skills of communication in Russian in the social sphere, but also to acquire professional knowledge in the chosen specialty in Russian. In this regard, the new State Educational Standards for Higher Professional Education of the third generation of the Kyrgyz Republic require that professional specifics be taken into account when learning the Russian language, its focus on the implementation of the tasks of future professional activity. Modernization of education puts forward competence-based, personality-oriented. Linguoculturological approaches as a methodological basis of foreign language education [1].

The purpose of the study is theoretically to substantiate and develop a structural and functional model for teaching oral communication to bachelor students based on project technology, taking into account the specifics of professional competencies.

### Research methods

- Theoretical: analysis of literature on innovative methods of teaching Russian literature for non-Russian students, pedagogy, psychology. To study the documents and decrees of the government, the President of the Kyrgyz Republic.
- Empirical: experiment, observation, analysis.

### Research results and discussion

Drawing up a model of a pedagogical problem is necessary to maximize the facilitation of the cognitive process in the study by using artificial formations in a graphic, sign or symbolic form. In the Pedagogical Encyclopedic Dictionary, the concept of «modeling» is defined as a method of studying objects of cognition on their models. The model displays any sides of the original. In the methodology of pedagogy, the method of theoretical modeling was considered by Russian scientists V.I. Zagvyazinsky, V.V. Kraevsky, N.V. Kuzmina and others [2, 3].

A model means an abstract and logically closed description of a phenomenon presented as an autonomous organization of elements and relationships. Designing a model for teaching oral communication in Russian to bachelor students based on project technology implies that learning can be consistently described within the framework of this model.

Any model, according to scientists of linguodidacticians, must meet certain axioms, namely: it must consist of several interconnected components, have a minimum internal integrity, the whole cannot be reduced to the sum of elements.

The simplest model, where a limited contingent with resources and tools can dynamically change for the better the formed com-

petence, skills, knowledge, skills, sometimes even vital interests.

The existing component relationship makes it possible to apply synergetic methods and procedures in models, which will increase the effectiveness of competence formation.

Thus, we define the essence of the conceptual approach to the design of the formation model, it has the following qualitative distinctive characteristics:

- is a set of interrelated factors of the external environment and the internal educational space of the university;
- is manageable;
- is an optimized set of components, that is, it implies a limitation and a clear quantitative justification of significant factors, as well as their integration into the educational space of the university.

It should be noted that these characteristics fully correspond to the parameters of General systems theory, received the justification and development in the works of L. von Bertalanffy and scholars such as N. And. Akhmetova, E. I. Passov, N. M. Amos and others [1, 4, 5, etc.].

Thus, before the modern system of vocational education up fundamentally new challenges: to implement competency-based, learner-centered approach in teaching students.

The model allows you to see the teaching of oral communication in Russian to undergraduate students based on project technology in the form of an integral process, to isolate all the components in their interrelation and interaction.

E. I. Passov noted: "Of all the features of the model, it is important for the purposes pursued to recall one, the main one, namely, any model is an approximation of the original. This means that it plays no function but only some of them complex" [5].

E. I. Passov considers that the most fruitful approach to modeling of speech means to teach, she is the definition of a model N. M. Amosova "Model is a system with all structure and function, reflecting the structure and function of the system-the original" [5].

Based on these theoretical provisions, we have developed a technology for the formation of oral communication skills, consisting of three stages.

At the first stage, students develop a language component – they acquire knowledge about language tools: formation of phonetic, lexical, grammatical, stylistic competencies.

At the second stage, the motivational component of students is formed – the education of

the motivational sphere of students about the need for independent training based on knowledge about communicative competence is carried out.

At the third stage, the value component of students develops – there is a transformation of language knowledge based on transfer to other situations.

When developing a model for teaching oral communication in Russian to bachelor students based on project technology, we relied on a number of pedagogical and linguodidactic principles.

The linear model of the organization of the educational process in Russian as a non-native language at the professional level is as follows:

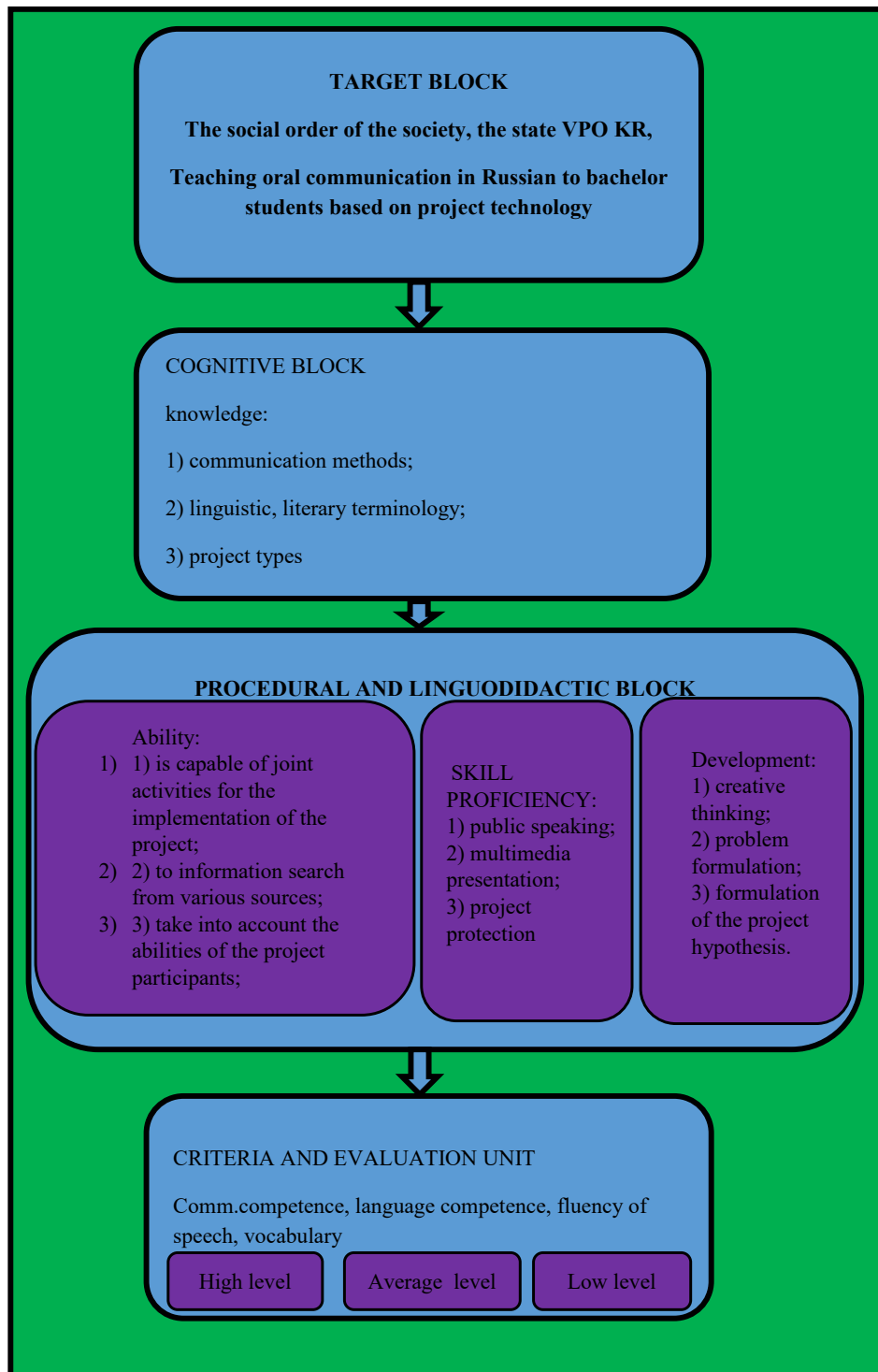
- Stage one: language training in Russian for students to complete the project.
- Stage two: selection of the project problem.
- Stage three: definition of the result, the final product of the project.
- Step four: hypotheses through brainstorming.
- Stage five: distribution of responsibilities between participants, selection of a moderator.
- Step six: gathering information.
- Stage seven: presentation of the project.
- Step eight: aftereffect, debriefing.

Integrative model of the educational process organization for teaching oral communication in Russian as a non-native language based on project technology:

- Stage one: choosing a project problem.
- Step two: determining the result, the final product of the project.
- Step three: hypothesizing through brainstorming, planning the progress of work on the project, choosing a moderator.
- Stage four: language training of students to complete the project in order to further develop oral communication skills at a professional level.
- Step five: gathering information.
- Step six: presentation of the project.
- Stage seven: aftereffect, debriefing.

The central goal is the order of society, which is embodied in the "Law on Education" of the Kyrgyz Republic, in the State Educational Standards of higher professional education of the third generation.

The social order of society orients a modern university towards the training of independently critically thinking teachers and specialists in production, business, who are able to see and creatively solve the emerging problems of students in business and production.



Structural-functional model of teaching students oral communication based on project technology

The competence-based approach introduced into the normative and practical component of pedagogical education has caused the need to use active and interactive forms of

classes, focus on professionally oriented learning, subject-subject method of interaction between teachers and students in the educational space of the university. In addition, one of the

priority areas of education, according to many modern researchers, is the integration of education, science and management; borrowing management methods in the field of business, learning not with chalk and blackboard, but in practice; training that activates personal experience and integration of knowledge from different fields.

The personal-activity approach involves the inclusion of a person in the creative process through activity and communication, allows to take into account the individual characteristics of each student through involvement in creative activity, promotes their self-realization and personal growth, allows us to consider project technology as a means of teaching oral communication.

The personal-activity approach in our study involves the development of independence in the process of learning activities, during which the teacher does not limit the freedom to search for forms, methods and means of completing tasks within the framework of the project, but encourages the process of designing and creating personal creative products by students, taking into account their personal creative experience, age-related individual psychological characteristics.

These provisions of the competence-based and personality-activity approach served as the basis for building the model (Fig.).

The structural and functional model of teaching students oral communication in Russian on the basis of project technology consists of four blocks: 1) target: the social order of society; GOST VPO KR; taking into account the requirements of the regional labor market; 2) cognitive: students' knowledge of communication situations; knowledge of linguistic, literary terminology; taking into account the typology of projects; 3) procedural – linguodidactic: the use of a special system of tasks within the framework of project technology, carried out in compliance with the stages of training; development of personal qualities (the ability to work in a team, purposefulness, organization, responsibility, initiative, sociability, self-improvement, independent decision-making when implementing a project, necessary in future professional activities); 4) criteria-evaluative: measuring the level of mastering oral communication in Russian by bachelor students.

The leading approaches in the implementation of the proposed model are competence-based, communicative, personality-oriented, linguoculturological.

One of the requirements of the SES VPO in the direction of “Pedagogical education” is the use of interactive teaching methods, in particular the project method.

Project technology requires from students not a simple reproduction of information, but creativity, since such tasks contain a certain element of uncertainty and, as a rule, have several approaches [6].

At present, the task is not only to master the skills of communication in Russian in the social sphere, but also to acquire professional knowledge in the chosen specialty in Russian. In this regard, the new State Educational Standards for Higher Professional Education of the third generation of the Kyrgyz Republic require that professional specifics be taken into account when learning the Russian language, its focus on the implementation of the tasks of future professional activity. Modernization of education puts forward competence-based, personality-oriented, linguoculturological approaches as a methodological basis of foreign language education [1].

### Conclusions

Therefore, the leading aspects in the implementation of the proposed model are competence-based, communicative, personality-oriented, linguoculturological approaches.

The model allows us to see the teaching oral communication in Russian for bachelor students based on project technology as a holistic process, to isolate all the components in their relationship and interaction.

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