Pedagogical Cluster- Journal of Pedagogical Developments
PCJPD: Volume 4 Issue 11, November 2026, online: ISSN 2956-896X



PEDAGOGICAL CLUSTER
JOURNAL OF PEDAGOGICAL DEVELOPMENTS



Website: https://euroasianjournals.org/index.php/pc/index

Methods Of Working With Text As A Means Of Developing Students' Speech Skills In The Process Of Learning Russian

Yuldashev Aziz Uzgenovich
PhD, Associate Professor, Department of Russian Language and Literature, ALFRAGANUS UNIVERSITY, Tashkent, Uzbekistan.
yuldashevaziz1003@gmail.com

Abstract. The article explores the role of text-based activities in developing Uzbek students' speech skills and communicative competence when learning Russian. It focuses on the selection and adaptation of educational texts, text analysis, retelling, and independent work. Particular attention is paid to preliminary questions as an effective method of improving text comprehension. An experiment involving 36 first-year students demonstrated that answering questions before reading helps students understand and reproduce texts more fully, develop independent thinking, and improve their Russian speech skills.

Keywords: Russian language teaching, text-based learning, text comprehension, speech activity, communicative competence, preliminary questions, text analysis, Uzbek students.

Working with texts is one of the main types of work when learning any language. It stimulates the development of all types of speech activity (reading, listening, speaking, writing), allows the use of dialogical and monological forms of speech, and tasks related to texts contribute to the development of short-term and long-term memory and thinking, which is why great attention is paid to the selection of texts.

Text analysis, text planning, questions, and text retelling enable future teachers to speak Russian well and prevent superficial knowledge of language tools. The skills acquired in the process of comprehensive work on the text help Uzbek students avoid speech clichés in retelling, reproducing text material, and in everyday practice.

The teacher's task is to prevent incorrect or distorted understanding of the text. A comprehensive study of the text makes it possible to obtain more complete information when reading and then reproducing it in speech.

To accomplish this task, it is necessary to have texts that are both informative and contain the necessary lexical material, serve as a basis for

Licensed under CC Attribution-NonCommercial 4.0





drawing up plans and summaries, develop listening comprehension skills, and teach students to work independently with educational and scientific literature. Thus, the selection of texts is of considerable importance in ensuring maximum effectiveness and in the acquisition of the Russian language by Uzbek students of non-language faculties.

The work carried out on the test made it possible to establish the basic principles for the selection and adaptation of texts for non-language faculties.

1. The text usually contains important cognitive information that introduces students to the main points of the central topics of the subjects being studied. The topic of the text is chosen so as to immediately interest students.

2. The text should be manageable in length. In the first months of study, as recommended by methodologists, texts should contain 150-200 words, and by the beginning of the second semester - 240-270 words.

3. To increase the effectiveness of language learning, the text should not be oversaturated with lexical work, as this weakens students' interest and complicates the assimilation of new grammatical forms and constructions. It is important that unfamiliar vocabulary does not exceed 10-12% of all words, but also that it is thematically relevant.

Texts are divided into main (reference) texts, which are studied in depth in Russian language classes, and additional texts, which are intended for synthetic reading, training in listening comprehension, independent planning and summarizing, conducting conversations, etc. The vocabulary of the reference text should be selected in such a way that, after mastering it, the student can retell the text, understand it, and independently comprehend the content of other identical texts.

4. Each text serves as a basis for studying the grammatical norms of the Russian language, so it must contain forms and constructions that need to be learned.

5. The text is designed to reinforce and improve knowledge of the phonetic norms of the Russian language. Issues of correct Russian pronunciation should be constantly kept in mind by the teacher.

6. For each text, a system of lexical and grammatical exercises is developed to help reinforce the vocabulary and grammar being studied, enrich students' vocabulary, and develop their correct speech.

7. Texts should be selected with educational goals in mind, as all types of classroom and extracurricular assignments in Russian should be educational in

Licensed under CC Attribution-NonCommercial 4.0





nature. Preference in the selection of excerpts from literary works is given to Russian classical literature, as well as popular science articles and newspaper essays.

Research into students' comprehension of texts has led to the conclusion that one of the main ways to achieve better comprehension is to ask search questions. In relation to teaching Uzbek students, there are three types of search questions:

1. The teacher asks the student questions after they have read the entire text, and the student answers.

2. The teacher asks preliminary questions (before the student begins working on the text), and the student looks for answers to them while reading.

3. The student asks themselves questions while reading and tries to find answers to them.

Working with first-year medical students has shown that the above types of text work are the most effective.

As is well known, questions asked by teachers (classification of questions to students, didactic requirements for them, questioning techniques, etc.) have been widely studied to date, while questions asked by students themselves have been studied very little. Meanwhile, students' questions have two significant advantages over those asked by teachers. First, asking questions to oneself is an indicator of a high level of independent mental work while reading. Second, and more importantly, these questions arise not after reading the text, but during reading, which has a positive effect on the very process of understanding and assimilating the text, and then on its practical application in speech.

One of the objectives of our study is to determine how the nature of students' understanding of the text has changed under the influence of preliminary questions.

The experimental work was conducted using individual interviews. Thirty-six first-year medical students participated in the experiment. Each group consisted of 15 people with an equal number of students who were strong, average, and weak in their knowledge of the Russian language.

Four texts of varying degrees of difficulty were selected as experimental material. The experiments consisted of two variants. In the first variant, the following instruction was given: “Now you will carefully and slowly read the text, trying to understand its meaning as well as possible, and then retell it. When you

Licensed under CC Attribution-NonCommercial 4.0

are ready to reproduce what you have read, let me know. After the retelling, I will ask questions to find out how well you understood the text."

The instructions for the second version of the experiment also stated that while reading, the participants had to find answers to certain questions (the students wrote them down). In fact, these were the same questions that were asked of the subjects in the first version of the study. During the retelling or answering of questions, all subjects were allowed to look at the book if they wished.

The difference between the two versions of the experiment was that in the first one, the questions were asked after the text was retold, and in the second one, they were asked before reading and retelling the material, as well as after, if the retelling itself did not contain answers to any of the questions asked. Thus, we wanted to be able to compare the results of text comprehension depending on when the questions were asked (before or after reading the text). Analysis of the data obtained showed:

1. In the second version of the experiment, the test subjects presented the content of the text in a more complete and detailed manner. Of the 36 students, 25 retold the text quite well.

2. In cases where the question was asked only after reading the text, memorization of the material was difficult or completely absent. Thus, 21 students were unable to answer four out of seven questions. This can be explained by the fact that when a question is asked after reading the material, it does not have the same effect: the student still has to remember the relevant passage in the text, which they may not have paid attention to while reading.

3. In our work, pre-set questions require students to find answers and encourage them to use elements of reasoning in reproducing the text. Students learn to work with the text in a meaningful way.

4. Pre-set questions stimulate active thinking processes in students, while also organizing and directing these processes toward achieving a specific goal, finding answers to them, promoting the comprehensive transmission of the text in their own words, and increasing the level of independence in its assimilation. They prevent mechanical perception of the text. As a result of finding answers to such questions, students' confidence in their abilities increases, a sense of satisfaction with their work arises, and an interest in working with texts in their specialties develops.

Licensed under CC Attribution-NonCommercial 4.0

5. When organizing independent work for students along with other tasks (drawing up a plan, writing out theses), it is advisable for teachers to practice asking preliminary questions and finding answers to them, which are especially important and effective in further work on texts in their specialty. These questions stimulate the mental abilities of students.

6. In our opinion, the significance of this method also lies in its developmental function, because reading with the aim of finding answers to questions requires the reader to be able to concentrate and simultaneously distribute their attention to the content of the text, as well as to be accustomed to mental effort.

Thus, our experimental data showed that asking pre-set questions significantly contributes to a more complete and detailed presentation of the text read and the development of students' Russian speech in general.

LITERATURE

1. Bogdanova O.Y. Methods of Teaching Literature, in two parts. Moscow: Vlados, 1995. 286 pp.
2. Bolotnova N.S. Fundamentals of Text Theory. Tomsk: Tomsk Pedagogical University Press, Scientific Notes No. 4 (49), 2016. 222 p.
3. Valgina N.S. Text Theory. Moscow, 2003. 279 p.
4. Efimova L.I. Analysis of Literary Text. Pokrovsk, 2003. 179 pp.
5. Ippolitova N.A., Text in the System of Teaching Russian at School. Moscow, 1998. 171 pp.

Licensed under CC Attribution-NonCommercial 4.0