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**FROM THE EXPERIENCE OF CREATING A TEXTBOOK WITH A
PARTIAL TRANSLATION FOR RUSSIAN AS A FOREIGN LANGUAGE
FOR UZBEK MUSIC STUDENTS**

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Abstract. The article discusses the principles and methods of working with the textbook "Language and Music" for Uzbek students-musicians. The paper demonstrates the advantages of the developed didactic material, as well as ways to organize a modern RFL lesson. This resource can be useful not only for Russian teachers of Russian as a foreign language, but also for Uzbek teachers, as it contributes to the active formation of students' linguistic competence.

Key words: RFL methodology, competence, didactic material, text-centrism, project, language.

Every year the number of students from Uzbekistan who want to learn Russian is increasing. In this regard, there is a need to develop new teaching materials, courses and programs for Russian as a foreign language. Thus, within the framework of the humanitarian Russian-Uzbek project “Class!” (“Zur!”), which is implemented by the Ministry of Education of Russia together with the Ministry of Public Education of the Republic of Uzbekistan, was created in cooperation with colleagues from Namangan University, a textbook for Uzbek music students.

Working with text has always been a traditional and quite effective way of learning any foreign languages. It is the text that is the basic didactic unit that combines the speech and language training of students studying a foreign language. The text is served by almost all categories and elements of the language as parts of a single whole. There is no doubt that the text, as an object of semantic processing, creates a communicative basis for the development of speaking.

When developing the textbook, the authors relied on the main provisions of nationally oriented textbooks of the latest generation. The selection of texts was determined by the following principles: informative, accessible, relevant, interesting. The texts are arranged according to the principle of increasing language difficulties. The authors paid special attention to the creation of special adapted texts and assignments for them. The didactic material contains texts on musical specialties, tasks in the form of incentives for discussions, situations for acting out dialogues.

An important point is that the teaching of professionally directed vocabulary is carried out based on the native Uzbek language, which will allow the formation of linguistic competence among Uzbek music students, and will also contribute to the development of skills of untranslated reading. Undoubtedly, taking into account the native language, when teaching vocabulary, plays an extremely important role in mastering the meaning, word formation, and polysemy of words. Reliance on the native language allows for a differentiated approach to the methods of semantization, depending on a number of linguistic, psychological, and pedagogical factors.

The process of working with texts includes three stages:

1. Pre-text work allows you to remove the difficulties of understanding and reading the text of a musical orientation. All tasks at this stage of the work are aimed at semantization and primary consolidation of professional vocabulary, as well as the development of a linguistic guess.

2. The second stage is reading, translating and interpreting the selected words and phrases, detailed explanations of non-linguistic phenomena, performing near-text tasks.

3. The last stage of the work includes post-text tasks that contribute to the development of oral speech, the consolidation of new lexical units in the process of live communication.

For each educational text, a set of interrelated exercises has been developed that will help ensure controlled activation of professional vocabulary, while taking into account all the conditions for combining the necessary language material and language practice.

The main purpose of the textbook "Language and Music" is to help future Uzbek specialists master the language of the profession and prepare them for the perception of new information in Russian on the chosen specialty.

Based on this, the following tasks were set:

- expand the vocabulary of foreign students with special vocabulary;
- to form the skills of dialogic and monologue speech in Russian in the field of the chosen specialty;
- to provide the thematic basis of texts and dialogues, which contributes to the formation of speech and communicative competence of students of music faculties.

In the process of creating and selecting educational material, the authors took into account the professional characteristics and interests of foreign students. Each text is a set of teaching materials: the necessary special vocabulary on a specific topic in the field of the chosen specialty; grammatical structures corresponding to the level of proficiency in Russian as a foreign language at the level of (A2-B1 +); dialogues of a creative nature, including replicas of several participants in communication. All

topics of the manual are focused on the formation of speech and communicative competencies from the angle of intercultural communication.

While working with dialogues, the vocabulary of students is activated, in addition, dialogical situations allow students to implement communication in a group and consolidate speech skills in practice. Performing certain social and communicative roles, for example, a teacher/student, a famous musician/journalist, foreigners learn speech patterns in real communicative situations. Such tasks contribute to the language adaptation of students and assist in the practice of real communication [1, 265].

Thus, the textbook "Language and Music" contains didactic material that is relevant from a methodological point of view, which will allow music students to master Russian as a foreign language in the field of their chosen profession. Work with professionally directed texts is integrated into the preparatory and general courses of Russian as a foreign language, and is also designed for students of the first or second year of study (language proficiency level (A2-B1+)).

REFERENCES

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ИЗ ОПЫТА СОЗДАНИЯ УЧЕБНОГО ПОСОБИЯ С ЧАСТИЧНЫМ ПЕРЕВОДОМ ПО РКИ ДЛЯ УЗБЕКСКИХ СТУДЕНТОВ-МУЗЫКАНТОВ

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Аннотация. В статье рассматриваются принципы и методы работы с учебным пособием «Язык и музыка» для узбекских студентов-музыкантов. В работе демонстрируются преимущества разработанного дидактического материала, а также способы организации современного занятия по РКИ. Данный ресурс может быть полезен не только российским преподавателям русского языка как иностранного, но и узбекским педагогам, так как способствует активному формированию лингвистической компетенции обучающихся.

Ключевые слова: методика РКИ, компетенция, дидактический материал, текстоцентризм, проект, язык.

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