

International Congress on Economics, Management and Business Studies
Hosted Online from New York, USA
Date: 23rd October, 2026
Website: https://econferencia.com

THE ROLE OF MONOLOGIC SPEECH (TEXT) IN TEACHING THE RUSSIAN LANGUAGE AND LITERATURE

Nasiba Zhurabekovna Niyazova
Professor, Tashkent State University of Law
Candidate of Pedagogical Sciences
E-mail: n.niyazova@tsul.uz; iztdyu@mail.ru

Abstract
This article examines the need to use texts to teach monologic speech to students learning languages. This approach can optimise the educational process and improve the quality of teaching and learning, first in higher education institutions and subsequently in the secondary specialised education sector.

Keywords: text, method, technology, pedagogy, Russian language, monologic speech, literary text.

In contemporary pedagogical and methodological literature, the relationship between subjects is viewed as a complex phenomenon comprising interdisciplinary links, coordination and integration. The need for a close relationship between the Russian language and literature has repeatedly been raised in the methodology of teaching these subjects. This issue is reflected in the works of K. D. Ushinsky, L. V. Shcherba, N. M. Shansky and others.

The integration of the Russian language and literature in education is both traditional and natural. The rationale is clear: texts—excerpts from works of fiction—often provide the language material used in exercises and dictations.

At present, a considerable body of research addresses the selection of literary texts for language teaching (M. V. Cherkizova, Z. G. Smelkova, S. K. Biryukova and others); educational texts as an object of linguodidactic description in

Russian-language teaching (T. S. Kudryavtseva); the development of reading skills (N. P. Serebryakova, N. A. Sharova and others); and the use of literary and linguistic-cultural analysis when reading works of fiction (L. N. Zhirnova, V. V. Kirsakova and others).

However, work with literary texts in Uzbek schools is generally episodic and is not organised into a unified system for studying language and literature. In our view, such a system should be based on a progression from non-literary texts to literary texts, the formation of speech habits, the development of communicative skills, and the acquisition of linguistic and literary concepts.

In her monograph, A. N. Davshan emphasises that teaching Russian language and literature through texts should be regarded as a distinct "system for studying the Russian language." In teaching these subjects, it is necessary to use pedagogical technologies that make it possible to develop a sequence of lesson types whose combined scope and progression fully cover a given topic and reveal the logical sequence through which knowledge is acquired and applied on the basis of text study. This approach is known as cyclical planning because the logic of learners' cognitive activity and the teacher's instructional activity is repeated from one topic to the next. When applied to cultural and regional studies, such planning involves examining historical, cultural and nationally specific texts in each lesson. In our view, cyclical planning can also be productively combined with the critical-thinking methodology, which comprises three stages: Challenge, Comprehension and Reflection.

When teaching Russian to students for whom it is not their native language, texts—particularly literary texts—dealing with historical, cultural, legal and nationally specific contexts can be used to activate prior knowledge. Suggested activities include a historical overview, reconstruction of historical events, the creation of a family tree, a costume ball, cultural commentary, a poetry evening,

a gathering at a poetry café, and a debate on aesthetic issues. This is the first stage: Challenge. It helps engage students, foster sustained interest in the topic through the text, and consolidate their existing knowledge.

To understand the work of Symbolist, Acmeist, Futurist and Imagist writers and poets, it is necessary to identify connections between elements within the text and contextual factors. This may involve analysing the composition of a literary work as the foundation for its internal elements and examining the system of artistic devices used by the author. It may also involve considering genre as an organising element shaped by extraliterary and contextual factors. This entails interpreting genre historically, understanding its nationally specific features, and studying the individual author's interpretation as manifested in a particular literary text. The result is a conceptual understanding of the work's genre and compositional features. The second stage enables students not only to make sense of the information obtained through analysis but also to relate it to their existing knowledge.

The third stage involves formulating theoretical conclusions based on an analysis of the historical, nationally specific and author-specific layers of a text; comparing the research findings with advances in the relevant field of scholarship; determining the place of the findings within the theoretical paradigm; and revising information presented in reference works, dictionaries and encyclopaedias in light of experiments and observations. Thus, the Reflection stage enables students to synthesise the information obtained and develop a holistic understanding of a literary text as a cultural phenomenon.

Thus, text is a primary source of diverse linguistic and aesthetic information, and literary texts occupy a central place in teaching Russian as a non-native language. Working with literary texts helps students develop sensitivity to the Russian language, uncover the deeper layers of literary meaning, improve oral

(monologic) speech, appreciate the intonational and rhythmic structure of Russian and the distinctive features of literature's artistic world, and reflect aesthetically on the issues raised. A person's speech culture depends on their ability to understand literature and communicate in the language.

An analysis of current Russian-language textbooks used in the upper grades of secondary schools in Uzbekistan, together with the experience of schoolteachers, indicates that the content, formats and tools used to develop Uzbek students' monologic speech do not fully meet the learning objectives arising from contemporary requirements for mastering Russian as a non-native language. The level of monologic proficiency observed is sufficient only for retelling what has been read or heard.

Accordingly, one of the aims of teaching Russian is to teach students in national schools to understand texts and produce their own texts—that is, to express their own ideas—in Russian. The educational text should therefore serve as the highest-level unit for teaching speech activity in the upper grades of national schools. Linguistic scholarship continues to debate whether text is a unit of language or a unit of speech.

The creation of a text begins with people's practical activity and the extralinguistic factors that determine the set of linguistic resources appropriate to a particular sphere of communication.

Students should naturally be taught to create their own texts and statements by using completed model texts as examples. A literary text contains the linguistic, aesthetic and communicative resources needed to represent different spheres of communication. In an educational setting, it can serve as a unit of instruction and thereby support the production of statements used in academic communication.

Furthermore, by exerting an aesthetic influence, the literary text also serves an educational and character-forming function.

In summary, texts should be incorporated into the study of Russian language and literature as an art form with substantial aesthetic and educational potential. This can contribute to higher levels of professional competence, optimisation of the educational process and more effective use of resources invested in education. It can also position literary texts as an alternative to the Internet by offering a model of the literary world. In our view, the effectiveness of this approach is considerable, as it strengthens the relevance of literature not only as an object of study but also as an art form that fosters aesthetic appreciation and moral development through engagement with texts.

Thus, the use of literary texts in Russian-language lessons offers a number of undeniable advantages and opens up extensive opportunities for purposeful and productive work in both language and literature. Moreover, engaging with the works of Russian classics can raise schoolchildren's overall intellectual level and introduce them, at least in part, to the great national heritage of Russian culture.

REFERENCES

1. Davshan, A. N. Asia in Russian Literature of the Twentieth Century. Tashkent: MUMTOZ SO'Z, 2011, p. 4.
2. Struminsky, V. Ya. Methods of Teaching the Native Language in Literary Works. Moscow: Nachalnaya shkola, 1997, No. 4, pp. 40–53.
3. Chistyakova, G. D. The Study of Text Comprehension as a Function of Its Semantic Structure. Abstract of a Candidate of Pedagogical Sciences dissertation. Moscow, [publication details as cited in the original], p. 24.
4. Niyazova, N. J. (2023). The relevance of studying regional texts in the implementation of the unity of education and upbringing of students. Economics and Society, (2), 105.



5. Hashimova, D. U., & Niyazova, N. Z. (2023). To the question of studying somatic phraseological units as gaps in conditions of multilingualism. Journal of Innovation, Creativity and Art, 105–107.
6. Niyazova, N. (2022). Modern methods of teaching Russian as a foreign language. Asian Journal of Multidimensional Research, 11(5), 358–362.
7. Khulkar, A., Khashimova, D., & Niyazova, N. (2022). On the basis of an integrated course, teaching professionally oriented foreign language vocabulary to students of non-linguistic specialities. ASEAN Journal on Science & Technology for Development, 39(4), 237–241.
8. Niyazova, U. P., & Talipova, D. (2020). The progressive development of Uzbekistan under the influence of pedagogical staff. International Journal of Psychosocial Rehabilitation, 2, 328–332.
9. Akhmedova, M. M. (2019). The role of Zakhar Prilepin in modern Russian literature. Foreign Languages in Uzbekistan, No. 4 (27). https://www.elibrary.ru/item.asp?id=42498356