

# Factors for the formation of the reader competence of students in the process of studying the Russian language as non-native

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**Abstract:** The article discusses the factors of the formation of the reader's competence of students in the process of studying the Russian language.

**Keywords:** competency-based approach, reader competence, teaching styles, communication styles, cognitive styles

Reading competence, defined in our study, as an integral characteristic of personal qualities, a set of knowledge and skills that determine the readiness and ability to actualize and enrich personal and professional experience in the process of perception, interpretation, understanding and personal understanding of the text based on the possession of strategies for effective search, selection and organizing information, operating with various sociocultural codes; It becomes a factor in the personal and professional success of the future specialist, the condition for his effective training "throughout life". Meanwhile, practice shows that university students are not internally ready to meet the requirements for them by society, experience difficulties in terms of operating with large amounts of information, combining various methods of its organization, understanding and evaluating complex texts, transcoding information from one language of culture to another. Obviously, the above problems can find their solution within the framework of a competency -based approach, which ensures the formation of competencies in the student as integrated personal qualities. The acquired qualitatively new experience in its content and structure is synthesized and integrative, since it is not so much the result of ready-made knowledge and skills as a product of its own creativity. It is not just the "increase in the volume" of knowledge, but the acquisition of versatile experience of activity. A large pedagogical potential aimed at the formation of reader competence at the university has a foreign education, which in the modern period is considered by many scientists as a co -proceeding of languages and cultures. The multidimensions of foreign language education is considered today as 1) value, 2) process, 3) result.

In our study, we correlate these aspects with educational (result), cognitive (process) and educational (value) potential of foreign education. In this regard, the methodology of teaching the Russian language as a foreign language in the present period is the need to form a bicultural (bilingual) personality, which forms the basis of

the educational potential of foreign education. R.P.Mildrud defines a bicultural personality as a person, "existing simultaneously in two cultural spaces, who can perceive the world simultaneously from two different points of view." The cognitive potential of language education lies in the fact that the extracted values, according to A.A.Leontiev, in the process of reading, are cognitive (cognitive) units that form the image of the world. Recall that according to A.A.Leontyev, the image of the world sets an approximate basis for effective activity, and "assimilation of a new language is a transition to a new image of the world." We believe that the new indicative basis is built at the expense of the Russian language formed in the process of studying the Russian language as a foreign integrative cognitive sphere. In this regard, E.Yu. Savin rightly notes that "the subject's experience contains not only in a special way the knowledge base organized by the relative this subject area, but also the totality of methods, operations by which this knowledge is used to solve specific problems. In other words, the reader's experience in the process of intercultural communication is enriched not only by declarative (knowledge about the world), but also by procedural (as this world is constructed in the reader's mind) knowledge.

For our study, in relation to the formation of the student's reader competence, an important conclusion from the analysis of approaches to foreign language education is that the study of the Russian language as a foreign language contributes not only to the formation of the cognitive sphere characteristic of native speakers, but also to enrich the cognitive sphere of the native language. The integrative cognitive sphere of the bicultural personality is formed, thanks to which the field for meaning and muscular activity is expanding in the process of reading, new vectors of the development and improvement of the reader's competence of a university student are set. Consideration of the language as the content and result of a foreign language education becomes the basis for the approval of the intercultural paradigm. The essence of intercultural communication lies in recognizing the dialogue of cultures as a basis for equivalent communication between representatives of different cultures. In this regard, I.I. Khaleeva notes that in the process of intercultural communication the formation of "a special perceptual ability to comprehend other mentality, a different strategy and tactics of life, which means a different way to comprehend information ...". The study of the mechanism for the formation of a "special perceptual ability", "a different way to comprehend information" in the process of intercultural communication, allowed us to turn to the concept of cognitive style, which is considered as an individual-resulting way of knowing reality, processing information, its perception and analysis [8, p. 38]. It should be noted that in modern pedagogy on the basis of a style approach, "teaching styles", "communicative styles", "cognitive styles", etc., which reflect the idea of individualization and differentiation of training, are developed and scientifically justified. However, in our opinion, this does not limit

the pedagogical potential and the possibility of a style approach, which consist in creating a polystyreid repertoire of a person. In this regard, the warning of M.A. Kholodny about the danger of the formation of a "person in a case", acting in the framework of a given worldview that is not able to go beyond the framework of the cognitive style preferred.

According to the scientist, the formation of a personality polystyle repertoire requires not only the educational environment that corresponds to the cash style, but also the environment that is intended for the development of the missing styles. One of the options for such an environment is intercultural communication as the basis for the dialogue of cultures. It can be assumed that the polystyle repertoire will allow the student to use complex strategies, the operating of which contributes to the fact that reading, interpretation and understanding are carried out faster and more optimal. Based on a style approach developed by M.A.Cold, we will try to highlight those poles of cognitive styles that will be preferable in the conditions of intercultural communication, and therefore necessary for reading foreign language texts. In this regard, it should be noted that E.F.Tarasov defined two ways to perceive someone else's culture: the search for a "equivalent" image of his culture and the search for differences in the images of his and foreign culture and reflection on them. In the first case, "manipulation of old knowledge" occurs, and in the second, the development of new knowledge. In our opinion, on the basis of manipulating old knowledge, "pretending" the image of its culture on a foreign language and a clash of cultures occurs, as rejection and misunderstanding of another world. The development of new knowledge, reflection on the differences of native and foreign culture become the basis for the dialogue of cultures based on mutual understanding, tolerance and empathy. Obviously, in the first case, the reader is limited to the operating of cognitive styles set by the framework of his culture. In the second case, in the process of comprehension of someone else's culture, cognitive styles are formed, more effective for intercultural communication, which, in turn, significantly enrich the style repertoire of the individual in the process of reading in the native language.

In the process of studying the Russian language as a non-native language, students develop their initiative in solving the tasks. This is manifested in the search for interesting text materials for presenting them in the classroom, in choosing unusual forms of presentation of individual texts.

Information obtained from foreign sources changes the student's emotional attitude to future work, forms a professional orientation, which, in turn, determines his reader orientation.

Possession of foreign language competence is a means of enriching objective knowledge, improving professionally important skills, developing personal qualities,

the totality of which determines the level of readiness to fulfill educational and future professional activities.

The formation of reader competence is a “criterion for a high level of professional education” and is an “integrative characteristic of a competitive personality”.

It should also be noted that reading texts gives great opportunities for intensive self-learning, as it develops the ability of students to independently process information from books. This is the educational function of reading competence. Moreover, self-training based on texts is more effective, the better reader competence is formed.

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