

WORK ON PICTURES FOR DEVELOPING PRODUCTIVE RUSSIAN SPEECH OF UZBEK SCHOOLCHILDREN: THEORY AND PRACTICE

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Abstract. *The article examines theoretical aspects and practical introduction of an integrative technological technique as work on a picture for the development of productive speech of students in Uzbek schools in the context of teaching Russian as a foreign language.*

Keywords: *speech development, productive speech, working from a picture, Russian language as a foreign language, Uzbek schoolchildren.*

In modern education, special attention is paid to finding effective methods for developing language skills in children, especially those whose native languages differ from the target language. As part of teaching Russian to students in Uzbek and other language-of-teaching schools, where they face special linguistic and cultural challenges, it is important to consider alternative methods that promote more effective acquisition of Russian as a foreign language.

One promising approach that represents a revision of traditional teaching methods is painting. This method not only introduces elements of visualization into the educational process, but also actively uses visual and emotional stimuli to motivate students' mental activity. Consequently, this article is aimed at studying the theoretical foundations and practical implementation of the integrative method of working on a picture as a means of developing productive speech (speaking and written expression skills) in a new generation textbook for schoolchildren studying Russian as a foreign language.

The purpose of this study is to identify the possibilities and prospects of working on a picture as a technological tool that promotes not only linguistic, but also cultural interaction in the educational environment. Given the above, we will consider the theoretical aspects that confirm the effectiveness of the method, and also provide practical examples of its successful implementation in a textbook for 6 grades of schools with Uzbek and other languages of instruction.

Speech plays a fundamental role in the formation and development of thinking, as well as in successful learning. Within the educational process, speech is not only a means of transmitting information, but also a basic element in establishing communication skills. Our paper's theoretical overview examines the meanings and functions of language in education, highlighting its impact on students' cognitive development.

Learning Russian as a foreign language for Uzbek students presents a unique challenge due to the cultural differences and linguistic difficulties that students face. Analyzing the scientific literature and the factors influencing the effectiveness of learning in a multilingual environment, we came to the conclusion that visual methods in education, like working on a picture, are becoming increasingly significant, especially in the context of intercultural language teaching, positively influencing the process of mastering language skills, making this process is more

attractive and productive. We agree with the opinion of O.Yu. Krylova: “The problem of developing children’s speech creativity through the means of art has been relevant for many years, attracting the attention of many researchers and teachers in this direction, since speech plays a unique role in the formation and development of a person’s personality”. [1]

Working on a picture in the educational process, as a visual stimulus, can influence students’ perception and understanding of linguistic phenomena. By studying the mechanisms of interaction of visual elements with the language center of the brain, scientists came to the conclusion that they are an effective method of stimulating productive speech. According to Russian researcher I.K. Gero: “Works of fine art have a special influence on a person. Any visitor to an art museum or exhibition notices this. The positive impact of a painting is enhanced by mood-consonant music and words that verbalize thoughts” [2].

Working on a picture actively involves visual elements, which contributes to more effective memorization of information, allowing you to create visual associations, strengthening language skills through the active participation of receptors. As the most suitable stimulus for the emergence of thoughts, the picture contains rich linguistic material, directly affecting the senses, and activates the speech-thinking abilities of schoolchildren.

Based on research by scientists, it has been proven that works of art have common properties with human speech activity, appearing in the form of verbal and non-verbal sign structures. L. A. Khodyakova gives a definition of non-verbal text: “Non-verbal text is an information field that carries a direct charge of information embodied in a non-linguistic form, executed by non-verbal means (paints, lines, shapes, signs, drawings, sounds, etc.), created artist, sculptor, architect, musician, craftsman, etc.” [3]. Also, L.A. Khodyakova emphasizes the crucial importance of verbal texts for understanding non-verbal texts: “A schoolchild’s perception of a work of painting, supported by a teacher’s story or a text related to the content of the painting, significantly heightens the children’s emotions, helps to more deeply understand the content of the painting and the means of expressing the artist’s intention” [4].

Painting work focuses on situational contexts, providing students with skills that are easily applicable to real life. This contributes to the formation of language, speech and communication skills in the Russian language. As Chinese researcher Zhang Liyan states in his dissertation: “A painting, as a special type of visual clarity, performs a commentary, stimulating and communicative function. The appropriate use of reproductions of works of landscape painting not only enriches the vocabulary, promotes the development of figurative speech, but also develops communication skills (the ability to create one’s own logical statement, subordinate it to the theme and main idea, express one’s attitude to what is being described)” [5].

Using real-life images and scenarios in painting work provides greater cultural understanding, which is a key element in language teaching in multinational and multicultural environments.

Visual methods create interesting and engaging lessons, increasing students' motivation to learn. This is especially important in the context of learning a foreign language, where maintaining interest plays a crucial role.

The advantages of working on a picture as a means of speech development emphasize its important role in the innovative educational process, contributing to a more effective and deep assimilation of the Russian language.

To solve this problem, we have developed an integrative learning technology, which is a consistent educational and methodological process that promotes the productive development of children's Russian speech through works of art, which is an important stage in the development of oral expression and written speech (writing essays and creative works). The sequence of this process was in the logical chain "reception – reproduction – production", reflecting important stages in the process of creative thinking and transformation of ideas: "Training material must go through three stages: reception (perception) A1, reproduction (reproduction) A2 and production (independent statement) B1" [6]. In our case, these stages were implemented at the threshold level of proficiency in Russian as a foreign language A2.3., which corresponded to the 6th grade of schools with Uzbek and other languages of instruction, according to the standards of the National Curriculum.

At the first stage, students perceive information (listening and reading, verbal and non-verbal) and absorb new impressions. Then comes reproduction, where what is perceived is processed and processed within the human mind. Finally, at the last stage "production", the transformed ideas are expressed in the form of a new creative product, in our case: an oral statement, a composition or an essay.

During the educational process, the following tasks were solved:

Stage 1 (reception): study based on perception of reproductions of paintings and art historical texts;

Stage 2 (reproduction): question-and-answer conversation on an art history text, using reference tables to improve the ability to describe artistic images;

Stage 3 (production): develop the ability to independently choose linguistic means to convey one's own thoughts and feelings.

Educational activities were carried out in Russian language lessons 6th grade students from schools with Uzbek and other languages of instruction. The content included specially designed thematic lessons for the new generation textbook, 2 samples of which we will present in this article:

- "Golden autumn in Russia. Isaac Levitan"
- "Work based on the painting by Sergei Alekseevich Grigoriev "Goalkeeper" [7], including the intellectual work of the author of this article.

As didactic tools for reception (listening and reading) we selected the following works of art:

- reproduction of Isaac Levitan's painting "Golden Autumn";
- musical play by P.I. Tchaikovsky "Autumn. October";
- art history text "Master of Russian Landscape";
- reproduction of S. Grigoriev's painting "Goalkeeper";
- a short audio text about the work of S. Grigoriev.
- Here are some tasks for the lesson "Golden Autumn in Russia. Isaac Levitan."
- Reception. Reading task (emphasis preserved):

Прочитайте текст и скажите, почему Левитана называют мастером русского пейзажа?

Read the text and tell me why Levitan is called the master of the Russian landscape?

Мастер русского пейзажа

Master of Russian landscape

Что такое пейзаж? Это рисунок или картина о природе, а также описание природы в литературном произведении. Пейзажист – это художник, который пишет картины на тему природы.

What is landscape? This is a drawing or picture about nature, as well as a description of nature in a literary work. A landscape painter is an artist who paints pictures on the theme of nature.

Один из известных русских пейзажистов - Исаак Левитан. Он с детства восхищался родной природой. Художник любил солнечный свет и пасмурные дни, берёзовые рощи и осенние листопады, чистые реки и просторные поля. И природа ответила ему той же любовью. Студенту художественного училища Исааку было 19 (девятнадцать) лет, когда его картину купил сам Павел Михайлович Третьяков. Это была победа Левитана. В настоящее время множество его произведения находятся в одной из сокровищниц мира в Москве – Государственной Третьяковской галерее.

One of the famous Russian landscape painters is Isaac Levitan. Since childhood, he admired his native nature. The artist loved sunshine and cloudy days, birch groves and autumn leaf fall, clear rivers and spacious fields. And nature responded to him with the same love. Art school student Isaac was 19 (nineteen) years old when Pavel Mikhailovich Tretyakov himself bought his painting. This was Levitan's victory. Currently, many of his works are in one of the treasures of the world in Moscow - the State Tretyakov Gallery.

Одна из них – картина «Золотая осень». У неё свой сюжет. Прошло жаркое лето, и природа готовится к зимнему сну. Но на прощание она устраивает пышный осенний бал, украшает всё вокруг в яркие, праздничные краски. Деревья показывают нам свои наряды.

One of them is the painting “Golden Autumn”. It has its own plot. The hot summer has passed, and nature is preparing for winter sleep. But to say goodbye, she throws a magnificent autumn ball, decorating everything around in bright, festive colors. The trees show us their outfits.

Как вы помните, у картин тоже бывает композиция – построение. Главная тема картины всегда на переднем плане или в центре. Это неширокая река, в которой как в зеркале отражаются голубое небо, белые облака и красочные деревья. Молодая берёзка, за ней – берёзовая роща. Трава высохла, её укрывает золотой ковёр из листьев. На заднем плане мы видим зелёное поле, на котором взошла пшеница – озимь. За полем маленькая деревня.

As you remember, paintings also have a composition – a structure. The main theme of the painting is always in the foreground or center. This is a narrow river in which the blue sky, white clouds and colorful trees are reflected like in a mirror. A young birch tree, behind it is a birch grove. The grass has dried up and is covered with a golden carpet of leaves. In the background we see a green field where winter wheat has sprouted. Behind the field there is a small village.

Исаак Левитан в своей картине показал нам, как богата, прекрасна, но грустна золотая осень. Скоро вся эта «прощальная красота» покроется снежным покрывалом. Но художник как будто остановил время и сохранил эту красоту для нас.

Isaac Levitan in his painting showed us how rich, beautiful, but sad the golden autumn is. Soon all this “farewell beauty” will be covered with a blanket of snow. But the artist seemed to have stopped time and preserved this beauty for us.

- Reception. *Отвечьте на вопросы к тексту.*

Answer the questions about the text.

1. Что такое пейзаж? Кто такой пейзажист?

2. О чём любил писать художник Исаак Левитан?
 3. Кто купил картину студента Левитана?
 4. Какая главная тема картины «Золотая осень?»
Что находится на заднем плане?
 5. О чём рассказal нам Исаак Левитан?
1. What is a landscape? Who is a landscape painter?
 2. What did the artist Isaac Levitan like to write about?
 3. Who bought the painting by student Levitan?
 4. What is the main theme of the painting “Golden Autumn?”
What's in the background?
 5. What did Isaac Levitan tell us about?

- Reception. Посмотрите на репродукцию картины русского художника Исаака Левитана «Золотая осень». Послушайте музыкальную пьесу русского композитора Петра Чайковского «Осень. Октябрь».

Look at the reproduction of the painting “Golden Autumn” by the Russian artist Isaac Levitan. Listen to the musical play by Russian composer Pyotr Tchaikovsky “Autumn. October”.

- Productive. Скажите, какие чувства и мысли вызвали у вас эти произведения?
Tell me, what feelings and thoughts did these works evoke in you?

*Устно опишите картину «Золотая осень» по таблице, пользуясь опорными словами.
Orally describe the painting “Golden Autumn” according to the table, using supporting words.*

Вопросы-помощники Helping questions	Опорные слова и словосочетания Key words and phrases
Кто написал картину «Золотая осень?» Who painted the painting “Golden Autumn?”	Русский художник Исаак Левитан, пейзажист. Russian artist Isaac Levitan, landscape painter.
Что изображено на переднем плане? Какая главная тема картины? What is shown in the foreground? What is the main theme of the painting?	Река: голубая, небольшая, спокойная. Берёзы: яркие, пёстрые, нарядные, стройные, с золотыми, красными, жёлтыми листьями. Трава: сухая, тёмная, мягкий ковёр из листьев. Небо: голубое, светлое, высокое, с белыми, лёгкими облаками. River: blue, small, calm. Birch trees: bright, variegated, elegant, slender, with golden, red, yellow leaves. Grass: dry, dark, soft carpet of leaves. Sky: blue, light, high, with white, light clouds.
Что вы видите на заднем плане? What do you see in the background?	Поле: зелёное, большое, озимь на поле. Деревня: далёкая, маленькая, уютная. Field: green, large, winter on the field. Village: distant, small, cozy.

Какие чувства и мысли у вас возникли при рассмотрении репродукции картины? Почему? What feelings and thoughts did you have when looking at the reproduction of the painting? Why?	Светлые, радостные, грустные. Природа осенью прекрасна, богата красками. Bright, joyful, sad. Nature in autumn is beautiful, rich in colors.
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Напишите небольшое сочинение по картине Исаака Левитана «Золотая осень». Воспользуйтесь опорными словами из таблицы.

Write a short essay based on the painting “Golden Autumn” by Isaac Levitan. Use the supporting words from the table.

□ The following example of a lesson: “Work based on a painting by Sergei Alekseevich Grigoriev "Goalkeeper".

- Reception. *Посмотрите на репродукцию картины С. Григорьева «Вратарь». Скажите, что вы любите больше: играть в футбол или быть болельщиком?*

A.6. Послушайте текст и ответьте, что вы узнали об авторе и картине?

Look at the reproduction of the painting “Goalkeeper” by S. Grigoriev. Tell me, what do you love more: playing football or being a fan?

A.6. Listen to the text and answer, what did you learn about the author and the picture?

Сергей Алексеевич Григорьев – украинский художник. Он известен как автор произведений на тему семьи и школы. Лучшие работы художника посвящены детям. Григорьеву за картину «Вратарь» была присуждена Государственная премия. Главный герой произведения – мальчик-вратарь. Он стоит на воротах из сумок. Вместо трибун – доски, на которых сидят болельщики. Основная мысль картины, что футбол нравится всем. В настоящее время картина «Вратарь» находится в Третьяковской галерее в Москве.

Sergey Alekseevich Grigoriev is a Ukrainian artist. He is known as the author of works on the topic of family and school. The artist's best works are dedicated to children. Grigoriev was awarded the State Prize for the painting “Goalkeeper”. The main character of the work is a goalkeeper boy. He stands on a gate made of bags. Instead of stands there are boards on which fans sit. The main idea of the picture is that everyone likes football. Currently, the painting “Goalkeeper” is in the Tretyakov Gallery in Moscow.

- Reproduction. *Прочитайте предложения и выпишите только те, которые соответствуют содержанию рассказа.*

Read the sentences and write down only those that correspond to the content of the story.

1. Лучшие работы художника посвящены взрослым.

2. Сергеев Григорьеву за картину «Вратарь» была присуждена Государственная премия.

3. Главные герои картины - болельщики.

4. Основная мысль картины – футбол нравится всем.

1. The artist's best works are dedicated to adults.

2. Sergei Grigoriev was awarded the State Prize for the painting “Goalkeeper”.

3. The main characters of the picture are fans.

4. The main idea of the picture is that everyone likes football.

- Products. *Устно опишите картину «Вратарь» по таблице, пользуйтесь опорными словами.*

Orally describe the picture “Goalkeeper” according to the table, use supporting words.

Вопросы-помощники Helping questions	Опорные слова и словосочетания Key words and phrases
Кто написал картину «Вратарь?» Who painted the painting “Goalkeeper?”	Сергей Алексеевич Григорьев. Sergei Alekseevich Grigoriev.
Где находится произведение? Where is the work located?	Картина находится в Третьяковской галерее в Москве. The painting is in the Tretyakov Gallery in Moscow.
Когда происходит действие в картине? When does the action take place in the picture?	После уроков в школе ученики решили поиграть в футбол. Они сделали ворота из сумок. After lessons at school, the students decided to play football. They made a gate out of bags.
Кто главный герой картины? Какой он? Куда он смотрит во время игры? Who is the main character of the picture? What is he like? Where does he look during the game?	Мальчик, школьник, вратарь. Он сильный и ловкий. Во время игры вратарь следит за мячом. Boy, schoolboy, goalkeeper. He is strong and dexterous. During the game, the goalkeeper watches the ball.
Кто стоит за вратарём? Who is behind the goalkeeper?	За вратарём стоит мальчик в красной одежде. Он помощник, подаёт мяч, но хочет играть в футбол. Behind the goalkeeper there is a boy in red clothes. He is an assistant, serves the ball, but wants to play football.
Что делают болельщики? What are the fans doing?	Болельщики сидят на досках и следят за ходом игры. Среди них есть взрослый мужчина. Fans sit on the boards and follow the progress of the game. Among them there is an adult man.
Какая главная мысль произведения? What is the main idea of the work?	Футбол нравится всем: и детям, и взрослым. Everyone likes football: both children and adults.
Какие чувства и мысли возникли у вас при рассмотрении репродукции картины? What feelings and thoughts did you have when looking at the reproduction of the painting?	Я люблю играть (смотреть) футбол... I like to play (watch) football

- Productive. *Напишите сочинение по картине «Вратарь», воспользуйтесь опорными словами из таблицы.*

Write an essay based on the painting “Goalkeeper”, use the supporting words from the table.

Particular attention should be paid to key words and phrases in the tables, as a powerful tool for the development of productive speech in schoolchildren. These worksheets can become an integral part of learning, providing students with not only information but also structure to express themselves effectively, enriching active vocabulary, allowing students to express their thoughts more accurately and richly. This process contributes not only to the development of language skills, but also to the formation of self-confidence when communicating. In addition, tables with key words help you structure your work, organizing your thoughts more easily and avoiding repetition. Thus, the use of reference words and phrases from the tables can significantly enrich the process of learning the Russian language, making it more interesting, systematized and effective for schoolchildren.

Based on practical experience, we can say that the inclusion works of art in the process of teaching speech development when studying Russian as a foreign language not only allows students to perceive the world around them in all its diversity, become familiar with the cultural heritage of the country of the language being studied, but also the formation of competent, productive speech.

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