

## Collective Forms of Work in Conversation Classes in the Course of Russian as a Foreign Language

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**Annotation:** This article is devoted to collective forms of work at Russian as a foreign language conversation classes and productive use of learning motivation, its importance and topicality.

**Keywords:** learning motivation, skill, reading, speaking, on-site lessons, my friends, interests, methodology.

Teaching a foreign language is a complex task. Different situations require different teaching material, different methods, different activities, strategies and approaches. Some foreign language teachers have been using the same approach in their classes for many years and consider it the most successful, the most effective. Other teachers are constantly looking for new, more effective methods.

The development and formation of learning motivation is one of the main problems of methodology. Its importance and relevance can be explained by the fact that it is motivation that primarily determines the tactics and strategy of learning, the choice of specific techniques and methods of work which are most effective in a given classroom and at a given stage.

Learning motivation is based on specific communicative needs in professional and everyday communication, as well as in special knowledge and cognition in general. Therefore, in the process of forming communicative competence of students - philologists it is necessary to take into account their present and future communicative needs - this will lead to an increase in learning motivation and effectiveness of the learning process as a whole.

Russian language students have better reading and writing skills than listening and listening comprehension and speaking Russian. All this has led to a special emphasis on listening and speaking activities in language teaching. The prioritization of these types of speech activity corresponds to the language learning motivation and allows for a fuller realization of the communicative needs of the students.

The level of learning motivation in speaking practice classes depends on the action of many extra-linguistic and linguistic factors. Various classifications are known in the scientific literature to increase learning motivation in colloquial practice classes. These are, first of all, the correspondence of the topics and situations selected for the lesson to the communicative needs of students; abundance of speech material, its high intellectual potential; emotional and psychological comfort in the process of learning activities, etc. These factors should be taken into account when drawing up curricula and materials, when organizing and conducting training sessions, during each lesson.

Collective form of work gives a good result in maintaining and developing interest in learning and raises students' learning motivation. The individual approach, although important, is only a preparatory stage for students to work together as a group, where communication, conversation and discussion take place, where points of view collide, arguments are made and memory is stimulated.

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Let's take a closer look at a few of the types of activities in which collective work is successfully implemented.

1. Outdoor lessons are conducted with students in the form of a tour of the institute, neighborhood, library and are aimed not only at first acquaintance with the location of various academic and scientific units, organizational and household services and class schedules, but also, mainly, at learning new vocabulary and phraseology. The aim is to learn new vocabulary and phraseology, formulas of speech etiquette which are necessary to communicate in the new conditions of life and study.

The natural atmosphere of such a lesson - an excursion for students who have just arrived at the institute - contributes to the involuntary memorization of speech material, the use of which is now a practical necessity for students.

At the beginning of such a lesson, students work on a list of vocabulary, receive visual materials (plan - scheme of the institute, neighborhood, timetable of classes); during the tour they repeat the names of departments, faculties, departments, services, their locations, working hours, etc. Grammatical models expressing the meaning of place, time, spatial meanings are activated, verbs of motion are repeated.

At the end of the lesson, students reproduce the guide's story (in whole or in part) using diagrams, working in groups, in pairs or individually with the teacher. The trainees may then, at the teacher's request, conduct such a tour on their own for the students who arrive later in the day.

2. The learning motivation is also significantly increased by introductory lessons. When preparing and conducting acquaintance lessons, the models of speech etiquette used in acquaintance situations, vocabulary and phraseology of spoken topics: "Me and my family", "My friends", "My interests and hobbies", "Russian language in my life", "How I imagine my future profession", "My country", "My home town", "The university where I study" are activated. At the same time attention is paid to the grammatical aspect of these topics, in particular the development and strengthening of the ability to form question sentences. After preliminary language and speech preparation, the students get to know each other without the teacher's help. At the end of the lesson the students talk about their new acquaintances, using pronoun and verb forms of the 3rd person.

High motivation combined with relaxed communication caused by interest in the personality of the new acquaintance almost blurs the line between learning and natural communication and yields tangible results in the accumulation of experience of communication in Russian.

3. In the context of natural motivation and communication, there is a series of lessons in which students learn about the geographical, economic, political and organizational situation of different countries, their educational system and their scientific and cultural achievements. These are exhibition lessons where students from different national groups play the role of tour guides. Preparing exhibition lessons takes a lot of extracurricular time, but the results that students get during the language practice are worth the effort and time invested.

At the end of such a lesson, there is usually a quiz to provide feedback, i.e. to determine the level of understanding of the stories about the country and to clarify incomprehensible details.

In the learning process, first of all, the works of writers are used, representing the modern Russian literary language, its norms and possible deviations from them, related to the author's task of speech characterization of the characters. It is also useful and interesting to analyze the language and style of the works of Russian literature of the nineteenth century to show trends in language development.

After appropriate preparation, students are not only able to read and understand the content of the story on their own, but also to reveal the features of its construction, the language of its characters, and to characterize the expressive means used by the writer. Such education of the fiction text provides rich material for conversation practice classes, for forming and articulating different points of view on the work and its artistic features. At the end of the course students may, under the guidance of the teacher, prepare extended statements on the analysis of one or more works of fiction.

In conclusion, it should be emphasized that learning motivation is not something that is once and for all given and comes only from the student. The teacher plays a major role in creating and enhancing motivation. It is created jointly by the pupil and the teacher.

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