

POETRY AS AN AUTHENTIC TEXT IN TEACHING RFL**Kurbonov Doniyorbek Kakhramonovich**

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Abstract: This work examines the effectiveness of poetry as an authentic text in teaching Russian as a foreign language. And also, the use of technology strategies for the development of critical thinking while reading poetic texts in the classroom in order to develop students' critical thinking skills is considered.

Keywords: poetry, authentic text, Russian language lessons, critical thinking.

Textbooks on foreign languages use authentic materials, including literary texts, because of their unique features – vocabulary, grammatical structure and subjectivity. C. Brumfit noted that the role of literature in language program materials is increasing [1].

Teachers of foreign languages, including Russian, became interested in how and why to integrate literature into the educational process. The use of literary texts of different genres makes classes more interesting, diverse and meaningful, which contributes to the development of communicative competencies and the formation of critical thinking of students.

So, poetry as an authentic language material has a number of educational advantages that it:

- changes the way you look at the use of language, allowing you to go beyond the rules of grammar, syntax and vocabulary;
- motivates to research and various interpretations by its openness and subjectivity;
- awakens new feelings and thoughts.
- introduces figures of speech, such as epithet, metaphor, irony, personification, which are part of everyday language.

Due to its compactness, diverse vocabulary and grammar, the poetic text is ideal for use in the educational process while learning a language. Metaphors, harmony of form and content, as well as the presence of emotions make poetry especially attractive [2].

Poetry emphasizes the power of language through rhyme and rhythm, introduces supra-segmental aspects such as stress, pitch, intonation. It also contains cultural information and complex vocabulary, which is not easy to translate into another language [2].

When choosing poems for teaching Russian as a foreign language using poetry, the following criteria should be taken into account:

- Universal appeal of themes such as love, death, grief, youth and friendship.
- Linguistic simplicity and accessibility for all students.
- Deep semantic potential.
- Emotionally intense vocabulary.
- Lack of outdated vocabulary.
- Brevity and conciseness.
- The use of visual and expressive means of language.

The connection between poetry and the goals of a language course is an important criterion for choosing poems [3]. The cultural elements of the poem should correspond to the experience, mentality and worldview of the students [4].

Let's consider the main stages of organizing a Russian language lesson for foreign students using poetry as an educational material. This includes:

- 1) Motivation – arouses the interest of students and sets the goals of the lesson.
- 2) Comprehension – presenting a poem using slides, handouts, or reading aloud. Students work with the text, discuss and answer questions, use various exercises and role-playing games.
- 3) Reflection – consolidation of knowledge, restructuring of ideas and formation of one's own opinion. Students analyze the text, actively rethink the information and develop their own attitude towards it.

Different methods and games can be used in the lesson to make the learning process interactive and stimulating the development of creative and critical thinking of students.

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