

**Abstract**  
**Graduation Level of Proficiency Paper**  
**(Master's degree)**

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2. **Title:** INTERRELATED TEACHING TYPES OF SPEECH ACTIVITY AT THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE
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**Topical Importance:** Recently, the number of foreign students studying at universities has increased. In this regard, the main task of the teacher during the organization of classes is to use the communicative method, which has become an active method of teaching. The relevance of this work lies in the fact that currently the task of a teacher is not only to teach a foreign student to read and write in a foreign language, but also to form speaking and listening skills. The formation of communicative competence is the main and leading goal of training.

The main objective of this study is to determine the specifics of interrelated learning of speech activity in the training of RFL.

The tasks of the thesis:

1. to consider the concept of types of speech activity;
2. to reveal the interrelated principles of teaching types of speech activity at the lessons of Russian as a foreign language;
3. to study the interrelated methods of teaching types of speech activity at the lessons of Russian as a foreign language;

4. to reveal the concept of teaching models and lesson models;
5. to analyze the conscious-comparative model of teaching;
6. to consider the model of teaching by the communicative method;
7. to study the conscious-practical model of teaching;
8. to consider the grammar-translation model of teaching.

**Theoretical value and practical significance.** The theoretical value is to expand scientific understanding of the principles of interrelated teaching of speech activities in the classroom in Russian as a foreign language. The practical significance of the research is that the technology of integrated application of interrelated teaching of speech activities in the practical course of Russian as a foreign language was presented.

**Results.** Reliance on previously learned language is important not in itself, but as a means of enhancing the implementation of general didactic, linguodidactic and psychological principles of learning. Their strengthening is intended to contribute to certain educational techniques used in the framework of certain general didactic methods at various stages of training conducted on the models of private subject methods.

There are certain subject methods of RFL, which in one way or another implement the principle of relying on a previously learned language. The most applicable of them are conscious-practical and communicative methods in an international group of foreign students who master the RL in a Russian school using a universal textbook.

**Recommendations for implementation.** The main conclusions and provisions of this thesis can be used in classes on language practice, in the course of theoretical foundations of teaching RFL, methods of teaching Russian as a foreign language, in the course of technology of project training in various types of speech activity.