

TEACHING FUNCTIONAL SPEECH STYLES IN RUSSIAN AS A FOREIGN LANGUAGE LESSONS

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Abstract: The article explores the significance of teaching functional speech styles in Russian as a Foreign Language (RFL) classes. It analyzes approaches to the development of stylistic competence and provides recommendations for the effective organization of style instruction within the context of students' academic and professional training.

Keywords: Russian as a Foreign Language, functional styles, stylistic competence, style instruction, RFL methodology, academic writing.

Introduction

Modern methods of teaching Russian as a foreign language at an advanced stage of learning require not only the formation of grammatical and lexical skills, but also the development of stylistic competence as an integral part of communicative competence. In the context of globalization and the expansion of academic and professional ties between representatives of different countries, the mastery of the functional styles of the modern Russian literary language is of particular importance.

Stylistic adequate speech practice is the ability of a student to select and use language tools in accordance with the tasks of communication, the communicative situation, the addressee of the speech and the genre features of the utterance. This presupposes not only knowledge of lexical and grammatical norms, but also a deep understanding of the functional differentiation of language.

Functional styles of speech - scientific, official-business, journalistic, colloquial and artistic - reflect the diversity of speech situations and perform specific communicative functions. For foreign students, scientific and official-business styles are especially relevant, since they serve as the basis for academic writing, preparation of scientific papers, participation in professional correspondence, creation of resumes and other documents.

Teaching styles involves targeted work on developing the ability to distinguish styles, understand their structure, goals and linguistic features, and independently

reproduce texts within the given stylistic framework. In this context, there is a need to develop a methodologically sound system for teaching functional styles based on the principles of communicativeness, systematicity and interdisciplinary approach.

Thus, teaching functional styles within the framework of the RFL course is not just an additional component of language training, but also a key factor in the integration of foreign students into the academic and professional space of Russian-speaking society.

1. Theoretical foundations of functional styles

Functional styles are structurally and substantively designed subsystems of the literary language, each of which serves a specific sphere of speech communication. They are distinguished by a set of characteristic lexical and grammatical means, genre features, communicative tasks and types of speech activity. The theoretical substantiation of the concept of functional style is most fully presented in the works of V. V. Vinogradov, M. N. Kozhina, as well as modern researchers of stylistics.

According to the traditional classification, the main functional styles of the Russian literary language include:

- *scientific style, focused on accuracy, logic and objectivity of presentation;
- *official business style, characterized by standardization and normativity of formulations;
- *journalistic style, combining information content with emotional impact;
- *conversational style, reflecting everyday informal communication;
- *artistic style, possessing expressiveness and aesthetic orientation.

In the context of teaching Russian as a foreign language, priority attention is given to scientific and official-business styles, as they are most in demand in the educational and professional spheres. These styles form the foundations of academic writing in students, the ability to format texts according to genre standards and effectively participate in formal communicative situations. Formation of skills for perceiving and producing texts of the specified styles is a key stage in mastering the functional side of the language.

2. The Importance of Stylistic Competence in Teaching Russian as a Foreign Language

Stylistic competence is an integral component of communicative competence and represents the ability of a native speaker of a foreign language to adequately perceive, interpret and reproduce texts of various functional styles, taking into account their communicative goals, genre specifics and speech norms. In the context of teaching Russian as a foreign language (RFL), the development of stylistic competence acquires

special significance, since it ensures not only the correctness of speech, but also its relevance and functionality in a specific communication situation.

The main components of stylistic competence include:

**knowledge of language means and typical constructions characteristic of each functional style, including vocabulary, phraseology, syntax and methods of text organization;*

**ability to select adequate speech forms and structure of utterance depending on the purpose, addressee and communication situation;*

**skills in stylistic editing and text analysis, allowing to identify violations of stylistic integrity, correct them and form stable speech models.*

Without the proper level of stylistic training, it is impossible to form a full-fledged linguistic personality of a foreign speaker capable of integrating into the academic and professional community. This is especially relevant for students studying in Russian-language educational institutions, where mastering the norms of academic and official business style is the most important condition for successful learning and subsequent professional activity. Thus, the development of stylistic competence should be considered a priority task in the system of RFL methodology at the intermediate and advanced stages of training, requiring a systematic approach, the use of authentic texts and modeling of real communicative situations.

3. Methodological approaches to teaching functional styles Efficient development of stylistic competence in students of Russian as a foreign language is impossible without a carefully thought-out methodological strategy based on modern didactic principles and psycholinguistic features of mastering a foreign language. In the RCL methodology, the most effective approaches are integrative, situational-communicative and comparative-analytical to teaching functional styles.

3.1. Integrative approach

The integrative approach assumes the organic inclusion of teaching functional styles into the general system of speech skills formation. It is based on the idea of parallel development of all components of communicative competence - lexical, grammatical, sociocultural and stylistic. Within the framework of this approach, elements of various styles are introduced at all stages of training with a gradual increase in their complexity and functional load. For example, at the initial stage, students become familiar with clichéd expressions of official correspondence, and at the advanced stage, they master the stylistic structure of scientific articles and business documents.

3.2. Situational-communicative method

The situational-communicative method is based on modeling speech situations that are as close as possible to real professional or academic practice. Students are offered tasks that imitate real communicative tasks: writing annotations, composing resumes, preparing business letters, reports, reports, etc. Such organization of the educational process allows students not only to master stylistic norms, but also to develop skills in the pragmatic use of language in typical communicative contexts. The method contributes to the formation of sustainable motivation, since students clearly understand the applied nature of the acquired knowledge and skills.

3.3. Comparative-analytical approach

Comparison and analysis of texts belonging to different functional styles is an important tool for developing stylistic thinking. This approach involves completing tasks to compare lexical, grammatical, compositional and genre features of different texts (for example, a scientific article and a journalistic note, a business letter and informal correspondence). Students learn to recognize style markers, assess the appropriateness of speech means, and identify typical errors associated with interference of the native language or other stylistic violations. The comparative-analytical method also promotes the development of critical thinking and text-centered analysis skills.

4. Practical implementation in lessons

Practical implementation of teaching functional styles in the process of teaching Russian as a foreign language requires a systematic approach, which is based on the consistent formation of productive and receptive skills for working with texts of various genres and stylistic varieties. The effectiveness of this process largely depends on the quality and variety of learning tasks that correspond to real communicative tasks, as well as the level of cognitive activity of students.

An important element is the use of authentic texts and tasks that are as close as possible to real academic and professional situations. This contributes not only to the development of stylistic competence, but also to the deepening of socio-cultural understanding.

Typical types of tasks that help develop skills for functioning within different functional styles include:

*Writing an abstract for a scientific article, where students learn to briefly and logically convey the content of the study while observing the lexical and syntactic norms of scientific style.

*Drafting an official letter, application or request, including knowledge of the structure of business correspondence, communication etiquette, the use of standard speech formulas and officialisms.

*Translating a journalistic text from the native language and adapting it to the stylistic norms of the Russian language, which develops intercultural competence and the ability to maintain style when translating.

*Stylizing a neutral text to fit a given functional style (for example, transforming an information message into a scientific report or a journalistic note), which requires the active use of knowledge about the style, genre, addressee and purpose of the statement.

When performing such tasks, special attention should be paid to reflection and systemic feedback from the teacher. Regular analysis of typical errors associated with violation of the stylistic norm and stylistic correction of students' texts are necessary conditions for the formation of a conscious and sustainable skill of functioning in different speech registers. In addition, it is advisable to introduce a portfolio of stylistic tasks, which allows tracking the dynamics of competence development, and also motivates students to independently work with texts and critically analyze their own speech practice.

Conclusion:

Teaching functional styles of speech in the system of teaching Russian as a foreign language is an integral part of the formation of a full-fledged communicative competence of foreign language students. Mastering the features of various functional styles is not only a sign of the student's linguistic maturity, but also the basis for his successful integration into the academic and professional community. In the context of globalization and increasing intercultural mobility, it is stylistic competence that allows us to ensure the adequacy of speech behavior in various communicative spheres and socio-cultural contexts.

Modern methods of Russian as a foreign language require a systematic and differentiated approach to teaching styles: it is necessary to combine theoretical mastery of stylistic norms with practice-oriented tasks aimed at developing the skills of analysis, editing and production of texts. The key condition for the effectiveness of this process is the integration of stylistic training into all aspects of language learning - lexical, grammatical, textual and communicative.

Thus, the success of teaching functional styles largely depends on:

- * methodological appropriateness and scientific validity of the approaches used;
- * regular work with authentic genre samples;
- * organizing active feedback and reflective activities of students.

The development of stylistic competence should not be considered as a by-product of language learning, but as its priority goal at an advanced stage, ensuring the readiness

of students for meaningful, competent and functionally appropriate use of the Russian language in academic and professional среде.

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