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THE COMMUNICATIVE APPROACH TO TEACHING KYRGYZ AS A FOREIGN LANGUAGE

ANNOTATION

The present article is devoted to teaching the Kyrgyz language at the Moscow State Linguistic University, the head organization for CIS languages and cultures. At present there exist various political, economic and humanitarian reasons for a growing interest in learning CIS languages across the post-Soviet area, which cannot but shape pedagogical research and practice. Since 2000, the MSLU has been implementing the program contributing to cultural and inter-linguistic communication in order to develop intercultural communicative competences and strengthen the common educational space for CIS countries. The focus of the present article is an analysis of the communicative approach to teaching Kyrgyz as a foreign language, when the communicative interaction with a speech partner serves both as a means and a goal of learning. Communicatively oriented teaching is aimed at creating communicative settings that simulate interpersonal interaction in real life. This presupposes providing learners with the necessary lexical, grammatical, phonetic and stylistic information, as well as building up their culture specific background. The acquisition of social, political and cultural information about the country, the language of which they learn, increase learners' motivation and makes the whole process of the language learning more appealing and successful. The success of a foreign language

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QIRG'IZ TILINI CHET TILI SIFATIDA O'QITISHGA KOMMUNIKATIV YONDASHUV

ANNOTATSIYA

Bugungi kunga kelib MDHga a'zo davlatlarning tili va madaniyatini o'rganishga qiziqish nisbatan ortdi. Ushbu jarayon pedagogika fani va amaliyotining rivojiga ham sezilarli ta'sir ko'rsatmoqda. 2000-yildan boshlab Moskva davlat lingvistika universiteti madaniyatlararo va tillararo muloqotni shakllantirish bo'yicha Hamkorlik doirasida yagona ta'lim makonini yaratishga va madaniyatlararo muloqot layoqatini rivojlantirishga qaratilgan o'zining ko'p tomonlama faoliyatini olib bormoqda.

Ushbu maqolada qirg'iz tilini chet tili sifatida o'qitishda kommunikativ yondashuv tahlil qilingan. Mazkur yondashuv muayyan jarayon sifatida ko'rib chiqilgan, unda muloqot va suhbatdosh bilan birgalikdagi harakat ham vosita, ham o'qish sifatida maqsad qilib qo'yilgan. Kommunikativ yo'naltirilgan o'qitish aniq voqelikda shu tilda so'zlashuvchilar bilan shaxslararo muloqot olib borish uchun mo'ljallangan holatga maksimal darajada yaqinlashtirilgan sharoitlarni yaratishga qaratilgan. Bunday yondashuv leksik, grammatik, fonetik va stilistik vositalar haqidagi bilimlarni egallashni, shuningdek, madaniyatlara muloqot layoqatini shakllantirishni nazarda tutadi. Tili o'rganilayotgan mamlakatning ijtimoiy-siyosiy va madaniy jihatdan o'ziga xos tomonlari bilan tanishish talabalar qiziqishlarini orttiradi, shuningdek, o'qish davomida bu jarayonning qiziqarli va muvaffaqiyatli kechishiga olib

teaching and learning is based on updating educational programs, improving teaching methods and materials, implementing social educational projects, etc. The article proves the effectiveness of using a communicative approach in teaching Kyrgyz as a foreign language, as it contributes to developing the creative potential of individuals and takes into account their interests, plans, life values and attitudes.

Key words: the Kyrgyz language, communicative approach, purposeful education activity, motivation, language environment.

keladi. Chet tilini o'rganishning muvaffaqiyati qator omillarga bog'liqdir, bular: o'quv dasturlarini, o'qitish usullari va o'quv materiallarini yangilash, ijtimoiy ta'lim loyihalarini amalga oshirish va boshqalar. Ushbu maqolada qirg'iz tilini ikkinchi chet tili sifatida o'qitishda kommunikativ yondashuvni qo'llashning samaradorli ekanligi isbotlangan, bunda shaxsning qiziqishlari, rejalari, hayotiy qadriyatlarga munosabatini hisobga olgan holda ijodiy salohiyatini rivojlantirish nazarda tutilgan.

Kalit so'zlar: qirg'iz tili, kommunikativ yondashuv, to'lig'icha maqsadga yo'naltirilgan tarbiya jarayoni, qiziqitirish, til muhiti.

INTRODUCTION

Teaching the languages of CIS and neighbouring countries is viewed by experts as an essential aspect of pedagogical research and practice. The whole spectrum of political, economic and humanitarian reasons underlies a growing interest in learning CIS languages across the post-Soviet area.

Teaching CIS languages as foreign, including Kyrgyz, at the Moscow State Linguistic University (MSLU) is based, to a great extent, on the communicative approach aimed at developing a creative potential of learners as for their interests, plans and life values, which contribute to the effectiveness of the learning process.

According to scholar E.Passov (1989), the aim of communicative teaching is to provide communicative settings as close as possible to real interpersonal interaction [Passov E.I., 1989; 36]. Students are supposed to be offered communicative patterns imitating interaction in everyday life.

The specific feature of the communicative approach is students' high motivation. The aim is to make them interested in the process of learning a new language through acquiring and enlarging their theoretical and practical experience.

In other words, the communicative approach is "aimed at developing students' meaningful perception and understanding of a foreign speech, as well as providing them with the necessary language material in order to build up utterances" [Golub L.N., 2017; 64].

Summing up the viewpoints above, we can suggest the following basic principles of the communicative approach:

- content orientation of a teaching process;
- high motivation and cognitive activity of students who act as active communicative partners;
- higher intensity of class work thanks to a greater variety of speech activities;
- a new role of a teacher in class as an assistant during the learning process in and out of class;
- a different attitude to teaching materials and conceptions: they are not rigid anymore and can be changed in the course of a language learning.

It is important to remember that the effectiveness of the communicative approach

application depends on how well students' background knowledge is developed. Here we can speak about some general knowledge about the country the language of which is studied (basic political, economic, and geographic information); certain social and cultural facts about the country the language of which is studied (everyday life, etiquette, values and traditions, interpersonal relations, etc.); cross cultural knowledge (awareness of differences and similarities between students' native culture and that of the country the language of which they study) [Grigoreva M.A., 2017].

Thus, the communicative approach is focused on a language teaching through a direct personal interaction. This approach is flexible enough as no rigid methods of arranging classroom works are recommended.

RESULTS AND DISCUSSION

Teaching Kyrgyz as a foreign language in MSLU: content and organization

The Moscow State Linguistic University is the head organization for CIS languages and cultures, and since 2000 it has been implementing a multi faceted policy of cross cultural and inter-linguistic communication aimed at developing intercultural communicative competences and contributing to the common educational space for CIS countries.

One of the priorities of the MSLU educational policy is teaching students the languages and cultures of CIS, as well as some Eastern European countries. Among them are Azeri, Armenian, Kazakh, Kyrgyz, Tajik, Uzbek, Georgian, Romanian, Ukrainian, and Russian as a foreign language.

The above-mentioned languages are taught on a professional basis at the Translation and Interpreting Faculty, the Foreign Relations, Social and Political Studies Institute, the Lifelong Learning Institute. The teaching process is implemented by the Department of Languages and Cultures of the CIS Member States. The target formula of the teaching process is as follows: *occupation + professional knowledge of CIS languages = successful job placement*.

Effective language teaching requires continuous activity aimed at improving teaching methods, elaborating general and extended educational programs, teaching materials, social educational projects, etc.

At present, the Moscow State Linguistic University offers a number of general communicatively oriented educational programs for teaching Kyrgyz as a foreign language:

1. Teaching Kyrgyz as a Second Foreign Language;
2. Kyrgyz as a Second Foreign Language (Practical Course);
3. History, Geography and Culture of Kyrgyzstan for International Communication;
4. Culture of Speech Communication Practicum (Kyrgyz as a second Language);
5. Culture of Professional Communication Practicum (Kyrgyz as a second Language);
6. Intercultural Communication Practicum (Kyrgyz as a second Language).

Besides the above-mentioned general programs, students are offered a number

of extended educational programs:

1. The Kyrgyz Language Intensive courses (Beginning (A) and Intermediate (B) levels).

The training formats are both on-line and off-line [<https://linguanet.ru/dopolnitelnoe-obrazovanie/kursy-intensivnogo-izucheniya-yazykov-stran-sng-i-blizhnego-zarubezhya/>].

2. The Kyrgyz Language On-line Course (A1, A2 levels).

The strong points of the given training programs are the following:

- the use of the MSLU professors' own teaching methods;
- the use of the step-by-step approach (when transition to the next stage is possible only after complete acquisition of the previous stage material);
- a wide selection of authentic texts to illustrate the use of the language phenomena under study;
- individual approach to each student;

flexible schedule of on-line conferences with tutors [<https://linguanet.ru/studentam/dopolnitelnoe-obrazovanie/distsionnoe-obuchenie/kirgiznachalnyy/index.php>].

3. Vocational refreshing course (extended educational program).

The course is a training complex for refreshing the learners' knowledge and practical skills of the Kyrgyz language. It is worked out for the professional standards governing the learners' vocational activity:

- educator in the sphere of pre-school, junior and secondary general education;
- educator in the sphere of extended education of children and adults.

The course is based on the following discipline programs adopted at MSLU:

- Practical Course of a Foreign Language (Kyrgyz);
- Foundations of the Theory of a Foreign Language (Kyrgyz);
- Culture of Speech Communication in a Foreign language (Kyrgyz);
- Vocational Pedagogical Communication Practicum;
- Language and Culture.

It is common knowledge that successful foreign language acquisition is impossible without acquiring the new culture and traditions which may be sometimes very different from the native ones.

Russian students who start learning the Kyrgyz language face quite a new culture with lots of specific social and everyday realia. This makes educators compile teaching materials based on history, traditions and customs of the Kyrgyz people to provide a deeper insight into the linguistic and cultural phenomena under study.

The Moscow State Linguistic University together with Kyrgyzstan universities elaborated and published three textbooks and 8 educational manuals for Russian learners of the Kyrgyz language.

The textbook "The Practical Course of the Kyrgyz Language" (2008) is aimed for future linguists, educators, translators and interpreters; it can be used for BA programs within a two-stage system of vocational training.

The textbook motivates Russian learners of Kyrgyz to look into the similarities

and differences between the native and a foreign language and culture. The content is focused on communicatively meaningful concepts and language phenomena, which makes the textbook an effective tool to develop the learners' intercultural communicative competence.

The textbook covers a two-year curriculum. Based on the traditional format of the teaching process at Russian universities (four months in a semester), the textbook consists of 21 modules. It has a clear, uniform structure which is commented on in the preface.

At the first stage all the tasks, commentaries and rules are given both in Russian and Kyrgyz. As the students' linguistic experience grows, the transition to the Kyrgyz language is undertaken.

Each module of the textbook is a particular thematic and situational section based on the competence approach to teaching Kyrgyz as a foreign language.

A module has a clear framework. It starts with a brief survey of knowledge, skills and abilities the learner can acquire while studying the material provided. Test assignments and revision questions help learners to sum up the acquired knowledge and skills as part of the intercultural communicative competence.

Each module comprises four units structured in accordance with particular linguo-didactic and culture-specific tasks set.

Unit 1 introduces new lexical material and contains one main and a few additional texts covering the topic of the unit and providing learners with linguistic and cultural information. The unit is aimed mostly at developing receptive skills, namely reading, listening and correlating the graphic form of the word with its phonetic image.

Unit 2 of each module introduces the basic grammar material related to the topic of the given module and needed for speech production. Grammar exercises generally employ the lexical material either of the same module or that introduced previously. They enable to undertake the principle of continuity in presenting the didactic material, as well as the principle of minimizing the number of speech items both necessary and sufficient to speak on the suggested topic.

Unit 2 is also aimed at developing learners' social and cultural competence. The focus is on the discussion of Kyrgyz proverbs, sayings and etiquette, which reflect the cultural component of the teaching process. The tasks made up on the basis of proverbs, sayings and etiquette patterns enable learners not only to acquire the active grammar and lexical material but to get ready for real interaction in a given communicative setting.

To sum it up, unit 2 is aimed at developing the skills of writing, reading and speaking in various communicative situations.

Unit 3 develops the sociolinguistic, discursive and strategic competences thanks to the combinations of listening, reading, writing and speaking activities. The major focus of the unit is placed on speaking.

Unit 4 is a final one; it contains a wide range of testing assignments for assessing the level of speech skills and habits in the interaction settings under study.

The level of students' group determines the testing format. Tests can be fulfilled

as a written exam either in class or out of it (in the form of a take-home exam with the deadline set by the teacher). We recommend the first format for more advanced students, while the second (a take-home exam) is more appropriate for slower learners.

The textbook ends up with two appendices, a grammar reference guide and a vocabulary of productive lexis. The lexical items are supplied with their basic forms, meanings and combinability patterns.

The textbook “The Kyrgyz Language for CIS Countries” is targeted at learners whose level of Kyrgyz is B1/B2. Therefore, the amount of non-adapted texts there prevails over that of adapted ones. Authentic non-adapted texts have more pragmatic value, as they fully preserve the author’s message and the original means of conveying it. Being an essential part of Kyrgyzstan’s language culture, such authentic pieces of writing with their emotionality and originality increase learners’ motivation to proceed with their language studies.

Since the texts were selected with allowance to communicative competence level (B1/B2), they have no negative impact on learners’ motivation, as their language is neither too simple nor too complicated.

At the advanced level of a language learning students’ active and passive vocabularies are quite extensive, and they can use the Kyrgyz language in different spheres of communicative interaction. This makes non-adapted texts their major object and means of learning. However, in some cases the authors of the textbook had to partially shorten the texts, taking out some paragraphs or highlighting certain aspects of the plot. No significant changes were made as for the contents or the linguistic characteristics of the texts.

3. The textbook “Teach Yourself the Kyrgyz Language” (2017) is targeted at those who learn Kyrgyz by themselves. The book helps to develop speech habits essential for speaking and reading at the basic level. Learners are introduced to the basic grammar phenomena and general every-day lexis. Having acquired this material, learners make themselves comfortable in any situation while interacting with Kyrgyz native speakers.

The units of the book contain the description of lexico-grammatical categories of parts of speech, drill exercises, texts with active speech patterns. All the exercises are supplied with keys. The units also have brief vocabulary sections providing learners with translations of unknown words found in the exercises and texts. Moreover, the units offer information on country studies which learners can use while travelling around Kyrgyzstan.

1. The textbook “The Basics of Speech Etiquette (the Kyrgyz Language)” (2010) is aimed at developing the habits of oral speech in every-day interaction in the Kyrgyz language.

The textbook follows the modern trends of foreign languages teaching methods and helps learners to develop intercultural communication competence.

The book is based on the communicative approach; it is practice-oriented and full of linguo-cultural information.

The communicative approach can be traced both in selecting speech patterns

and in material presentation. A variety of assignments offered are aimed at the development of productive and non-productive speech activities.

The linguo-cultural aspect is taught through the meticulous selection of language materials covering national peculiarities of Kyrgyz native speakers' speech behavior in every-day communicative settings.

The textbook introduces learners with most important etiquette patterns which enable them to communicate effectively with natives of the Kyrgyz language and culture.

2. The textbook "Developing Oral Speech Habits: Tasks for the Lingua-park Multimedia Classroom" (2012) is targeted at the Russian audience learning Kyrgyz as a foreign language. The textbook is based on the video film "Let us talk Kyrgyz" (Kultaeva Z., 2004). The film consists of 13 episodes covering most typical every-day communicative settings, such as "Greeting people", "Meeting people", "Introducing yourself", "Farewell", "Apologizing", "Expressing Approval", etc. The content correlates with the main textbook, namely Module 1 "Introduction" and Module 2 "My family and I".

Each episode is supplied with step-by-step assignments. They help to ease the acquisition of phonetic, grammar and lexical phenomena of the Kyrgyz language, as well as culture-specific information studied in the main course.

The assessment of the acquisition level can have different forms. Assignment can be done in writing and handed in to the teacher in person or sent by e-mail. The results of oral tests are commented on by the teacher in class.

The strong point of the book is a correlation between the Russian and the Kyrgyz languages and cultures, students are motivated to use the language and academic experience they've got while studying their native language. The book is learner-oriented: the teaching process initiates learners' self-expressions, motivates them to use the acquired knowledge and skills in new social and cultural context. Students can learn the materials by themselves, which contributes to the development of their creative potential. The assignments to each episode are connected with the material just viewed and often are of creative character. The length and complexity of an episode determines the number of views. Each time learners focus on a particular type of assignments: from general to particular, from non-verbal to verbal, from reception and reproduction to production. Creative assignments comprise projects (individual or group), the results of which are then discussed in class with the help of multimedia aids, or on-line.

The topicality of the textbook is accounted for by the advantage of the multimedia teaching aids. Among them are:

- formation of the linguistic, sociolinguistic and pragmatic competences within real communicative settings;
- optimization of the teaching process (saving time in class, using autonomous and on-line learning practice);
- taking into account learners' personal characteristics, which enable them to form communicative, existential and heuristic competences.

1. “The Kyrgyz Language and Culture: Text book” (Biyaliev K., 2008).

The text book, as part of teaching aids set, is aimed at developing introductory reading in Kyrgyz and gives learners an idea about different functional styles (publicist, scientific, official, etc.). The topicality of the textbook is accounted for by the fact that the development of introductory reading skills is one of the qualification requirements in the course of teaching future specialists in the field of intercultural communication.

Introductory reading focuses on grasping the main content of the text and is the most frequent type of reading both in the native and a foreign language, as it enables to get the necessary information within a relatively short period of time.

The text book contains samples of newspaper publicist and popular science styles, extracts from encyclopedias and biographies.

The text book is divided into two parts. The first part provides general information about Kyrgyzstan: its history, geographical position, population, political, social, economic and administrative systems, etc.

The second part introduces a variety of outstanding personalities of Kyrgyzstan, their biographies and contribution to the historic development of the country, its science, education, arts and culture.

The assignments offered help to ease the acquisition of lexis and culture-specific information.

The first type of assignments focuses on introductory reading for particular information. Testing questions are given in Russian so that students could not use the key words from the questions to find the necessary information in the text, as the structure of Kyrgyz interrogative sentences resembles to a great extent that of declarative sentences.

The second type of assignments is more creative. To complete them one is to analyze a few sentences or a whole paragraph. The answer to a testing question is more complex than in the previous case. Learners are also supposed to translate sentences singling out the key words and using the grammar structures from the original text.

The third type of assignments helps to assess one’s lexical skills. Students are to demonstrate their understanding the lexical meanings of items, their combinability and valency. The completion of these tasks requires the knowledge of word order in various types of sentences, as well as syntagmatic and paradigmatic relations in the Kyrgyz language.

The fourth type of assignments deals with grammar phenomena prevailing in the language under study. Students develop their transformation skills substituting one grammar form with another one.

2. “The Kyrgyz Language and Culture: Teacher’s book” (Gribanova T., 2008).

Being an integral part of the teaching aids set, the teacher’s book provides interconnection between all of its components (the main textbook, the guide books, the text book, and others). The book describes the author’s conception implemented in the set of the teaching aids, gives recommendations how to work with them off and on line, provides information about the types and forms of assessment (including the format of the European Language Portfolio). The book is aimed at teachers of the

Kyrgyz language providing them with useful practical recommendations.

3. “European Language Portfolio: the Kyrgyz Language” (Baiterekova Zh., 2008).

“European Language Portfolio for Russia” (ELP) was worked out under the Common European project “European Language Portfolio” initiated by the Council of Europe in 2003. It was aimed at creating the common educational space in the sphere of modern European languages acquisition.

ELP for Russia is targeted at all learners of any non-native languages.

Among them are foreign languages (English, German, French, Kyrgyz, etc.), Russian as a non-native state language (e.g. Russian taught at educational institutions with the ethnic component), non-native (other than Russian) languages (e.g. Tatar in Russian schools of Tatarstan).

The use of ELP enables to correlate one’s level of non-native language command with the European standard and find the most effective ways of improving one’s knowledge and skills in the sphere of a language acquisition. All this helps learners arrange them to independent studies of non-native languages.

ELP consists of three parts: Language, Biography, Dossier and Language Passport. Language Biography contains grids for self-assessment of general and profession-specific language skills. Dossier includes learners’ proofs of their proficiency level in professional communication: plans at lessons, lectures, translation, diplomas, certificates, etc. Information about language experience and intercultural communication can also be provided.

Language Passport is a separate document reflecting a learner’s language achievements. It is accepted by the Council of Europe and can be used by a learner to continue education or work in Europe.

4. “Culture of Speech Communication Practicum: the Kyrgyz Language” (Khulkhachieva Zh., 2017).

The textbook is targeted at Russian learners of Kyrgyz at the advanced level (3rd and 4th year students of non-linguistic professions).

The book is aimed at building up the necessary skills of an effective social and cultural interaction with native speakers of the Kyrgyz language.

The assignments focus on the development of the lexical, grammatical and communicative competences and create conditions for real interaction within the dialogue of cultures.

The proficiency level enables learners to acquire advanced lexical and grammatical material within the topic “Independent Kyrgyzstan” which covers the country’s state organization, history, economy, social and cultural development, recreation and tourism, literature, etc. Learners also improve their intercultural competence to achieve mutual understanding in the process of cross-cultural dialogue.

Each thematic section of the textbook suggests different types of exercises to enlarge learners’ vocabulary. The texts represent the belles-lettres, journalistic, scientific, business and everyday styles. They are taken from authentic sources; some are slightly adapted.

The text selection and exercise composition are aimed at teaching students to fully understand the text and its main ideas, to extract major types of information (factual, conceptual and esthetic) and correlate it with learners' life and language experience. The assignments of the textbook develop the ability to analyze, compare and sum up the studied material, to express one's opinion, agree or disagree with the interlocutor.

The textbook also contains assignments developing learners' skills to produce oral spontaneous and prepared monological speech, as well as dialogical speech in the form of conservation, interview, or discussion. The competence to write in Kyrgyz presupposes the ability to compose neutral texts of different types, such as characteristic, description, explanation, assessment, commentary.

The final goal set by the author, who has determined the selection of materials and the methods of teaching, is to form students' professional skills and skills in intercultural communication, to increase their intellectual, cultural levels and region-specific knowledge.

5. "Brief Kyrgyz-Russian Ideographic Dictionary" (Khulkhachieva Zh., 2020).

Foreign languages acquisition is a major factor of intercultural communication, strengthening friendship and cooperation between nations.

It is a common knowledge that lexis acquisition presents a particular difficulty for language learners, since they have to form not only the linguistic but also the communicative competence, i.e. the ability to correlate language means and the communicative settings of their usage.

The lexical minimal vocabulary presented in the dictionary comprises lexical units with particular semantic and phonetic features and meets the aims of the given stage of education. The selection of the lexical items is determined by their frequency, stylistic neutrality and communicative sufficiency.

The idea of making a brief ideographic dictionary as a supplement for the textbook "The Kyrgyz language for CIS countries" is accounted for by the fact that the core of the Kyrgyz lexis is relatively small, and the variety of meanings, feelings and emotions is expressed by various combinations of these core items. The dictionary takes into account the needs of the target audience – students of CIS higher educational institutions and reflects the topics covered in the new teaching programs for Kyrgyz as a foreign language.

The present dictionary provides both teachers and learners of Kyrgyz with a set of basic logically arranged lexical items necessary for productive types of speech behavior.

The division of lexical items into thematic groups is based on the classification used in the previously published editions: "Lexical Minimums of Modern Russian" (Morkovkin V., 2003), "Russian-Kyrgyz Dictionary" (Yudakhin K., 1957) and "Kyrgyz-Russian Dictionary" (Yudakhin K., 1965).

The present edition is targeted at Russian learners, that is why it gives each Russian verb in correspondence with two forms of the Kyrgyz verb. In Kyrgyz there is no infinitive traditionally used as the initial form in dictionaries, as compared to

dictionaries of other languages including Russian.

In Kyrgyz the initial form of the verb is the form of the Imperative mood, 2nd person: e.g. **бар** (*уџу* = *you go*). It is this very form that takes all the necessary affixes: e.g. **бар + уу = баруу** (*уџму* = *to go*). Since this form of a Kyrgyz verb is the closest to the infinitive of a Russian verb, it is used as the initial form in the present dictionary. The Kyrgyz initial form is given in brackets: e.g. **баруу (бар)** – *уџму* = *to go*; **суроо (сура)** – *спрашивать* = *to go*.

For convenience and space saving, the synonymous forms of Kyrgyz verbs, nouns, adjectives, etc. are separated by commas: e.g. **торолуу, тулуу (торол, туул)** – *родиться* = *to be born*; **балалык, балалык чак** – *детство* = *childhood*; **акалдуу, эстуу** – *умный* = *clever*.

6. “The Kyrgyz Republic: History, Geography, Economy, Culture” (Abdyrakhmanov T., Khulkhachieva Zh., 2021).

The given textbook is an overview course of lectures for MA students of the Kyrgyz language studying at linguistic universities.

However, it can also be used by students of non-linguistic universities and a wide range of learners of the Kyrgyz language, as the regional studies (including history, geography, economy and culture) is an essential component of any teaching program of the Kyrgyz language and culture.

The teaching materials and aids mentioned above contribute to implementation of social educational project “The language of Ch.Aitmatov as the foundation for a culture dialogue within CIS countries”. This project is aimed at popularization of the Kyrgyz language among school children and university students of CIS countries, who are outside the Kyrgyz language environment. The particular tasks set by the authors of the textbook are as follows:

- to create the environment for popularization of the Kyrgyz language and culture in Russia;
- to teach Kyrgyz to the children whose parents belong to the Kyrgyz diaspora in the Russian Federation;
- to teach Russian to migrants from Kyrgyzstan creating a bilingual environment and boosting the process of the language integration;
- to strengthen culture, business, creative and spiritual ties between the Kyrgyz Republic and the Russian Federation;
- to spread information about Kyrgyzstan, its language, culture, achievements in different spheres of life – economic, social, political, cultural, sport;
- to develop on-line cooperation with Kyrgyz universities in BA and MA training programs;
- to implement targeted training programs with Kyrgyz universities.

Language and speech environment

The application of the communicative approach described above presupposes flexibility in using different formats of classroom work and teaching aids selection. Effective language teaching and learning is impossible without creating communicative settings close to real interactions with native speakers. Students are introduced to the

specificities of the territory and society where the given language is used by creating the corresponding environment.

This aim can be achieved by using authentic audio and video materials (texts, oral assignments, documentaries, etc.) and on-line aids (sites, chats, etc.), practicing interpersonal communication. To provide successful language acquisition, it is essential to correlate the so-called teaching language environment with real/authentic communicative settings [Furmanova M.I., 2014].

Thus, the process of teaching a language as foreign strongly depends on the degree of authenticity of the language environment. If a language is taught out of the authentic environment, a teacher should create similar conditions for learners to develop the necessary culture-specific background.

In MSLU the Kyrgyz language is taught out of the language environment, nevertheless this problem is successfully solved. One of the ways to achieve this aim is opening cultural and educational centers. The centre of the Kyrgyz language and culture named after Chingiz Aitmatov is one of them. It is an educational, cultural and research university division that organizes events with the Kyrgyz diaspora representatives, the Embassy of the Kyrgyz Republic in the Russian Federation, the university partners from Kyrgyzstan, public organizations of CIS countries, international organizations of the Eurasian Economic Union, and others.

Among these events are forums, seminars, scientific and practical conferences, meetings with prominent public figures and men of culture, science, economy, etc. On-line lectures on history, geography, economy and culture of Kyrgyzstan are delivered. The centre also organizes language practicums, summer schools, Olympiads on the Kyrgyz language.

These activities create a real language environment providing motivated interpersonal communication within real every-day settings, which make the process of the Kyrgyz language acquisition more effective.

Practical results of teaching the Kyrgyz language in Russia

The success of a language learning motivation, to a great extent, depends on interaction and complementarity of external social motives and internal personal ones.

The MSLU students' motivation, as it has been stated above, is based on the formula "profession + professional knowledge of CIS languages = successful employment".

The successful implementation of this formula is provided, on the one hand, with the active position of a teacher, who should be genuinely interested in interacting with students as partners, and on the other hand, with students' genuine interest in the process of a language acquisition.

In class a teacher performs the role of a coordinator: organizes communication, asks students questions, comments on viewpoints expressed, offers real-life situations to motivate students to become harmoniously developed, well-educated, responsible personalities and promising specialists.

MSLU graduates are fluent in two foreign languages (English/German and a CIS language), which makes them highly competitive in the labor market.

The development of the world economy makes its own adjustments resulting in possible changes in language demands. At present among the most demanded languages are Chinese, Korean, Turkish and Arab. The CIS languages, including Kyrgyz, are also becoming more and more demanded. Our graduates are successfully employed in state institutions, embassies, security forces, universities, etc.

CONCLUSION

The communicative approach is a combination of different ways of teaching foreign languages and is aimed not just at the language acquisition but primarily at interpersonal interaction.

As experience shows, the application of communicative approach facilitates coping with the so called 'language barrier' which learners often suffer from.

The communicative approach enables using a variety of teaching methods and simulating life situations, which contribute to improving the final results of the language acquisition.

The communicative approach helps to increase students' motivation to study not only the language itself but also culture-specific peculiarities of the country, its history, customs and traditions.

The experience of teaching Kyrgyz as a foreign language at the Moscow State Linguistic University is a vivid proof of the effectiveness of the communicative approach. It contributes to the development of learners' creative potential, to the consideration of their interests, needs and life values.

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