

## **METHODOLOGY FOR DETERMINING INDICATORS OF COMMUNICATIVE ACTIVITY IN TEACHING THE RUSSIAN LANGUAGE**

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**Abstract:** The article addresses the problem of determining indicators of students' communicative activity in learning the Russian language. It emphasizes the importance of developing communicative competence as one of the key conditions for successful educational and professional development of an individual. Theoretical approaches to the concept of "communicative activity" are presented, and its main indicators are identified: linguistic, speech-related, psychological, pragmatic, and sociocultural. A methodology for their diagnosis is described, including testing, observation, analysis of oral and written work, self-assessment and peer assessment, use of rubrics, and digital technologies. Examples of the practical application of the methodology in the educational process are provided, showing its effectiveness in increasing motivation, speech activity, and the level of students' language proficiency. In conclusion, the necessity of a comprehensive approach to assessing communicative activity is affirmed, and prospects for further research in this area are outlined.

**Keywords:** communicative activity, communicative competence, teaching Russian language, indicators, diagnosis, methodology, language training, students, educational process

### **Introduction**

The modern education system is focused on developing not only subject knowledge in students but also key competencies, among which communicative competence holds a special place. In the context of globalization and active intercultural interaction, the ability to communicate freely and adequately in Russian becomes an important factor for professional and personal development.

The problem of developing and diagnosing communicative activity in the process of teaching Russian is relevant for several reasons. Firstly, it is the communicative focus that ensures the practical value of knowledge, allowing the use of language in real-life and professional situations. Secondly, pedagogical practice increasingly demands a comprehensive approach to determining the level of students' speech skills and abilities. Thirdly, the emergence of digital educational technologies poses new challenges in the methodology of assessing and monitoring communicative activity.

Communicative activity is understood as an integral process of speech interaction, including the perception, processing, and transmission of information in oral and written forms. Unlike individual language skills, communicative activity reflects the student's ability to adequately use linguistic means in accordance with a specific communication situation.

Thus, the need to develop a methodology for determining indicators of communicative activity is

driven by the desire to improve the effectiveness of teaching Russian, making the educational process more practice-oriented and meeting modern requirements.

The purpose of this article is to analyze the main indicators of communicative activity and substantiate a methodology for their determination in teaching Russian.

Research objectives:

- Consider theoretical approaches to the concept of "communicative activity."
- Identify and classify its main indicators.
- Determine methods for diagnosing the level of development of communicative activity.
- Describe the practical application of the methodology in the process of teaching Russian.
- Formulate conclusions and recommendations for educational practice.

The study of communicative activity in the context of teaching Russian requires reference to a number of scientific approaches: psycholinguistic, methodological, and sociocultural.

#### 1. The Concept of "Communicative Activity"

The term "communication" in a broad sense denotes the process of exchanging information between people. In pedagogy and language teaching methodology, it is interpreted as purposeful speech interaction in which language acts not only as a means of transmitting knowledge but also as a tool for expressing thoughts, emotions, and forming social connections.

According to L.S. Vygotsky, communicative activity is one of the most important forms of human activity, mediating the development of thinking and consciousness. In the works of A.A. Leontiev, it is emphasized that speech activity is always motivated and socially conditioned. Thus, language study is impossible without considering its communicative function.

#### 2. Communicative Competence and Its Role

The concept of communicative competence was introduced into scientific discourse by D. Hymes (1972) and became widespread in foreign language teaching methodology. In Russian science, communicative competence is interpreted as a set of knowledge, skills, and abilities that ensure adequate participation in the communication process.

For a student, proficiency in Russian at the level of communicative competence means:

- the ability to choose linguistic means depending on the situation;
- the ability to construct logically coherent and grammatically correct utterances;
- knowledge of speech etiquette norms;
- the ability to perceive and interpret others' speech.

Thus, communicative activity is the practical manifestation of communicative competence.

#### 3. Speech Activity as the Basis of Communication

In the theory of speech activity (A.A. Leontiev, I.A. Zimnyaya, etc.), four main types are distinguished:

- Speaking – active expression of thoughts in oral form.
- Listening – perception and understanding of a собеседник's oral speech.
- Reading – a receptive type of speech activity associated with the assimilation of information.
- Writing – a productive type, ensuring the fixation and transmission of information.

It is through the development of these four types of speech that communicative activity is formed, which is especially important to consider when teaching Russian.

#### 4. Sociocultural Aspect

Modern research emphasizes the importance of the sociocultural context in language learning. A student must master not only the system of lexical and grammatical means but also the norms of

speech behavior accepted in Russian-speaking society. This makes communicative activity more realistic and functional.

#### 5. The Importance of Communicative Activity in Teaching Russian

It ensures the practical orientation of learning.

It forms skills of intercultural interaction.

It develops critical thinking and argumentation skills.

It increases student motivation by involving them in real speech communication.

Thus, theoretical analysis shows that communicative activity is not merely the use of language but a holistic system of speech skills, social experience, and cultural norms.

#### *Indicators of Communicative Activity*

Communicative activity, as a complex process, can be assessed according to a number of criteria and indicators. These indicators reflect not only the level of proficiency in linguistic means but also the ability to apply them in specific communication situations.

##### 1. Linguistic Indicators

This group of indicators is related to the use of the language system:

Vocabulary range – the volume and diversity of the student's vocabulary.

Grammatical accuracy – the ability to construct sentences in accordance with morphological and syntactic norms.

Phonetic accuracy – correct pronunciation of sounds, observance of stress and intonation.

Stylistic adequacy – the ability to choose linguistic means depending on the genre and style of speech.

Linguistic indicators allow determining how well a student masters the "material basis" of the language.

##### 2. Speech Indicators

Speech skills are manifested in the ability to organize the communication process:

Dialogue management (ability to ask questions, maintain a conversation, clarify information);

Monologue speech (logical coherence of the utterance, ability to structure text);

Polylogue speech (participation in discussions, ability to argue and defend one's opinion);

Speech initiative (willingness to start a conversation, propose topics, express one's own opinion).

These indicators show how prepared the learner is to use the language in real communication.

##### 3. Psychological Indicators

Communicative activity is impossible without considering personal factors:

Motivation for speech activity;

Confidence in using the language (lack of fear of mistakes, readiness for interaction);

Emotional expressiveness of speech;

Ability for self-control (awareness of errors and attempts to correct them).

Often, it is psychological factors that become a barrier to mastering communicative skills, so their diagnosis is no less important than that of linguistic ones.

##### 4. Pragmatic Indicators

Pragmatic aspects reflect the ability to use language depending on the communication situation:

-Adequacy of utterances to the goals and conditions of communication;

-Ability to consider the addressee (their status, age, cultural characteristics);

-Observance of speech etiquette norms (greeting, thanking, apologizing, saying goodbye);

-Effectiveness of communication (achieving mutual understanding, solving the communicative task).

Pragmatic indicators testify to the maturity of the student's communicative behavior.

#### 5. Sociocultural Indicators

Communicative activity is always embedded in a cultural context. Therefore, it is important to assess:

Knowledge of realities and cultural norms;

Ability to adapt speech according to the cultural situation;

Tolerance and respect for the interlocutor in intercultural communication.

Thus, the combination of linguistic, speech-related, psychological, pragmatic, and sociocultural indicators allows for a holistic understanding of the level of students' communicative activity.

#### *Methodology for Determining the Level of Communicative Activity*

Diagnosing the level of development of communicative activity is one of the key stages in teaching Russian. It allows determining the real achievements of students, identifying difficulties, and outlining directions for further work.

##### 1. Testing

Tests are a traditional and objective assessment tool. They can be:

Lexical-grammatical tests (check knowledge of language norms);

Communicative tests (assess the ability to use language means in a real situation);

Integrative tests (combine different types of speech activity: reading, listening, writing, speaking).

For example, students may be asked to listen to a text and answer questions, compose a dialogue on a given topic, or write a short letter.

##### 2. Questionnaires and Surveys

Questionnaires help identify students' subjective attitudes towards the process of communication in Russian:

-Level of motivation;

-Frequency of speech activity in class;

-Presence of communicative barriers (fear of mistakes, uncertainty);

-Preferred forms of communication (dialogue, monologue, group work).

-Questionnaire results allow supplementing objective test data with personal characteristics.

##### 3. Analysis of Speech Products

This includes the study of students' oral and written utterances:

Oral answers, stories, participation in dialogue; written works (essays, letters); projects and presentations.

Analysis of speech products is conducted according to criteria: coherence, accuracy, logic, expressiveness of speech, ability to express one's own position.

##### 4. Observation and Pedagogical Diagnosis

Observation during the lesson allows recording:

Student activity in dialogue; ability to work in pairs and groups; use of non-verbal means of communication (gestures, facial expressions); ability to perceive and respond to the interlocutor's remarks.

This method is particularly effective for assessing pragmatic and sociocultural indicators.



### 5. Application of Rubrics, Scales, and Checklists

Modern methodology actively uses assessment rubrics – special tables with criteria and levels of assessment (e.g., from "low" to "high").

Example criteria:

- Completeness and logic of the answer;
- Use of diverse lexical and grammatical means;
- Observance of speech etiquette norms;

*Activity in communication.*

Checklists allow both the teacher and the student themselves to mark completed indicators, making the assessment process transparent.

### 6. Self-Assessment and Peer Assessment

Developing self-assessment skills in students helps foster critical thinking and responsibility for their own learning. Peer assessment (evaluation by classmates) stimulates group work, teaches objectivity, and respects others' opinions.

### 7. Comprehensive Approach

The optimal methodology involves a combination of different methods: testing, observation, analysis of speech products, surveys, and rubrics. This allows considering both objective and subjective indicators, obtaining a complete picture of the level of communicative activity.

Practical Implementation of the Methodology in Teaching Russian

The effectiveness of any methodology is largely determined by its application in real pedagogical practice. The diagnosis of students' communicative activity should be organically integrated into the process of teaching Russian and combined with the development of the communicative skills themselves.

#### 1. Organization of Communicative Exercises

The communicative approach is based on the principle of modeling real communication situations. In classes, it is advisable to use:

Role-playing games (e.g., "patient and doctor," "customer and seller," "employer and job applicant");

Situational dialogues (on transport, in a store, at the university);

Problem-based tasks (discussing current issues, finding solutions);

Debates and discussions (developing the ability to argue one's position and respect others' opinions).

Such exercises allow diagnosing speech activity, initiative, and the ability to use language in a functional context.

#### 2. Use of Project Methods

The project method stimulates students to independent research and active use of Russian:

Preparation of presentations and reports;

Collective creation of wall newspapers, brochures, videos;

Organization of "mini-conferences" or round tables.

Assessment of project work is conducted according to comprehensive criteria: content, originality, level of language proficiency, communicative activity of participants.

#### 3. Information and Communication Technologies (ICT)

Modern educational platforms provide wide opportunities for developing and assessing communicative skills:

Online tests (Google Forms, Moodle, Quizizz);

Virtual discussion platforms (Zoom, MS Teams, Google Meet);

Chats and forums for discussing учебные задания;

Mobile applications for learning Russian (Duolingo, LingQ, Busuu, etc.).

ICT allows recording students' speech activity, analyzing audio and video recordings of their presentations, and conducting self-assessment through electronic questionnaires.

#### 4. Comparison of Traditional and Innovative Approaches

The traditional approach involves knowledge control through written and oral answers, dictations, summaries. Its advantage is systematicity and clear fixation of results.

The innovative approach is based on student activity: use of game technologies, project assignments, digital tools. It allows assessing not only knowledge of language norms but also the ability to use them in real communication. The optimal approach is the integration of these: for example, test results are supplemented by observation of students' speech activity in a group discussion.

#### 5. Examples of Learning Tasks for Diagnosing Communicative Activity

*Dialogic form:* "Compose a dialogue in the situation: you are late for a meeting and need to apologize."

*Monologic form:* "Tell about your future profession using 10 key terms."

*Written form:* "Write a short email to a friend inviting them to an event."

*Interactive form:* "Discuss the problem in a group: 'Internet - benefit or harm?' and prepare a common position."

Each task is assessed according to several criteria: completeness, accuracy, logic, expressiveness of speech, observance of speech etiquette.

#### Experience and Examples of Methodology Application

To confirm the effectiveness of the methodology for determining communicative activity, it is advisable to consider the experience of its application in educational practice.

##### 1. Organization of a Pedagogical Experiment

As part of the research, Russian language classes were conducted at one of the universities with the participation of first-year students. The goal of the experiment was to identify their level of communicative activity and track the dynamics of indicators after implementing the comprehensive assessment methodology.

A group of students (30 people) was conditionally divided into two subgroups:

-Control group – training according to a traditional program using standard forms of control (oral answers, tests, written work);

-Experimental group – training including role-playing games, discussions, project assignments, as well as the use of rubrics and checklists for diagnosis.

##### 2. Diagnostic Methods

To determine the level of communicative activity, the following were used:

initial and final testing; analysis of written work; observation of participation in discussions; self-assessment and motivation questionnaires.

The assessment criteria were:

lexical-grammatical accuracy of speech; coherence and logic of statements; initiative and activity in communication; observance of speech etiquette; ability to express and argue one's opinion.

### 3. Experiment Results

In the control group, students mainly showed growth only in lexical-grammatical indicators (from 60% to 72%). Meanwhile, communicative activity and initiative remained at an average level.

In the experimental group, the progress was significantly higher:

lexical-grammatical indicators increased from 58% to 80%; coherence and logic of speech – from 55% to 78%; communicative activity – from 50% to 82%; student motivation to participate in discussions increased almost 1.5 times.

### 4. Graphical Interpretation of Data

For clarity, the results were presented in the form of diagrams:

A bar chart demonstrates the dynamics of indicators (vocabulary, grammar, coherence, activity, motivation) in the control and experimental groups;

A pie chart reflects the distribution of students by levels of communicative activity ("low," "medium," "high") before and after the experiment.

These visual materials allow tracing that the use of the comprehensive methodology significantly increases the effectiveness of forming communicative skills.

### 5. Conclusions from the Results

The greatest growth in indicators is observed in the area of speech activity and student motivation.

The introduction of role-playing games and project assignments contributes to the formation of real communication skills, which cannot be achieved by traditional methods alone.

The use of rubrics makes the assessment process more transparent and understandable for students.

Self-assessment and peer assessment enhance students' responsibility for the result.

## Conclusion

The conducted analysis showed that communicative activity is a key component of successful Russian language learning. It reflects not only the level of proficiency in linguistic means but also the student's ability to adequately use them in diverse communication situations.

Firstly, the identified indicators (linguistic, speech-related, psychological, pragmatic, and sociocultural) allow for a comprehensive assessment of the level of development of communicative activity. Such a multifaceted approach ensures the objectivity of diagnosis.

Secondly, the proposed assessment methodology, including testing, analysis of speech products, observation, use of rubrics, self-assessment, and peer assessment, has proven its effectiveness in educational practice. It combines both traditional and innovative control methods, making the learning process more effective.

Thirdly, the practical testing of the methodology showed a significant increase in the level of speech activity, motivation, and confidence of students. The use of role-playing games, project assignments, and ICT contributes not only to the development of language skills but also to the formation of intercultural interaction skills.

-Thus, the methodology for determining indicators of communicative activity:

- Contributes to improving the quality of teaching Russian;
- Forms students' real communication skills;
- Stimulates their motivation and cognitive activity;
- Ensures the preparation of future specialists for successful professional and social communication.

Prospects for further research are associated with the development of digital diagnostic tools adapted to the individual characteristics of learners, as well as with the integration of the methodology into the system of continuous education.

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