



PRIORITIES OF TEACHING THE RUSSIAN LANGUAGE IN SECONDARY SCHOOLS IN UZBEKISTAN

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Annotation. The article is devoted to the teaching of the Russian language in secondary schools in Uzbekistan. The main attention is focused on the most modern methods of teaching the Russian language in Uzbek-teaching schools.

Keywords: approach; method; vocabulary; grammar; dialog; listening; multicultural education.

Introduction

Most countries of the world have come to the conclusion regarding the need to form a personality that has not only a native language, but also many others, which, in turn, will indicate its multicultural orientation. Interest in the Russian language, the desire and need to study it are the realities of today.

The Russian language becomes a means of business relations, a language of dialogue between cultures, a language of specialty. All this necessitates the development of modern methods and techniques for teaching Russian as a foreign language, a detailed study of the theoretical aspects of teaching and their implementation in the practice of teaching Russian as a foreign language.

Language should become a tool for communication that allows you to penetrate into another culture, determine for yourself its characteristic features and learn the type of behavior that is adequately perceived by representatives of another culture. Only in this way can students become full participants in intercultural dialogue.

The relevance of the research topic lies in the fact that the training of numerous groups, differing in mental characteristics, requires the search for such teaching methods that would allow the most complete realization of the natural abilities of students, develop them, give them knowledge in the field of linguistics. The main principle in achieving such a pedagogical task is the problem of choosing methods of teaching Russian as a foreign language and checking their effectiveness.

The degree of study of the problem. Russian is becoming the second native language for people from Europe, North and South America, Asia, Africa - representatives of almost all continents of the world. In this regard, an urgent problem for methodologists is the study and improvement of the basic methods of teaching Russian as a foreign language.

Teachers-linguists are concerned about the question of how to present educational material to students faster, more efficiently, more diversely and more interestingly. Teaching Russian is not an easy task. That is why new methods, techniques, forms of teaching Russian as a foreign language are constantly being developed, new concepts are being created. Scientists, teachers- practitioners of educational institutions of various profiles in Uzbekistan and abroad are actively working to solve

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these problems. Their experience, scientific and educational developments help today in solving topical issues related to the teaching of the Russian language.

An important prerequisite for a successful educational process is the development of clear methodological foundations, principles for teaching Russian as a foreign language.

Many articles are devoted specifically to general issues of methodology. Methods of mastering a foreign language, the content of training determine, various directions in the methodology of teaching, learning strategies.

Summarizing the methods of teaching Russian as a foreign language, we can characterize the most common of them - grammar-translation, audio-linguistic, communicative, etc.

The study of the features of teaching and assimilation of foreign languages made it possible to identify the linguo-didactic potential of corpora of texts, in particular student, and the prospect of its use in teaching Russian as a foreign language.

General methodological approaches to the formation of language competence in students are disclosed in the aspect of studying the vocabulary and grammar of the Russian language.

Linguistic foundations of the methodology of teaching the grammar of the Russian language as a foreign language, traces the connection of various aspects of the linguistic description of grammatical units and phenomena of the Russian language with the real learning process.

It is the real learning conditions that determine the attention of researchers to the formation and development of skills and abilities in various types of speech activity (speaking, listening, reading, writing). The main linguo-didactic principles of teaching the types of speech activity are formulated, important practical points are described, attention is focused on the role and function of the teacher in the educational process.

Teaching Russian as a foreign language is impossible without taking into account the promising achievements of modern linguodidactics, as well as the needs of the time.

Relevant research on the use of illustrative descriptors of the Common European Recommendations on Language Education in the lesson of Russian as a foreign language, describing the study of the Russian language at the level of modern technologies (problems, methods, tools of distance learning, the possibility of using Internet technologies for learning Russian as a foreign language).

Mastering any language as a stranger is effective, provided that the nationally specific features of a particular language system are taken into account at different levels. These features are especially pronounced at the level of vocabulary and phraseology.

All this testifies to the great attention of linguists to the problems of the theory and practice of teaching Russian as a foreign language, this gives impetus to the continuation of scientific dialogue at the international level.



Basic exposition of the material

Russian as a foreign language is one of the sections of the scientific and practical sphere of pedagogical activity that deals with teaching natural languages - linguodidactics. Its purpose is to study the Russian language in order to develop methods, methods and technologies for its description for the possibility of teaching Russian to native speakers of foreign languages.

Teaching Russian as a foreign language is different from teaching Russian as a non-native language. The teaching of Russian as a non-native language usually refers to the teaching of a language in national schools, where the native languages of most of the population are other languages, but not Russian.

The subject area of Russian as a foreign language is closely related to many related scientific disciplines, such as general, applied, structural and comparative linguistics, psychology of activity and training, cultural studies, linguoculturology, pedagogy, ethnopsychology, history of Russia, as well as general history.

In general, language acquisition is a long, time-consuming, and most importantly, individual process. The program of teaching the Russian language includes an in-depth study of phonetics, grammar, as well as the lexical composition of the language, but still the development of practical skills gives way to theoretical study. The main principle is the functional principle of studying Russian as a foreign language. It is necessary to teach students not only to master the basics of the Russian language, but also to teach them to communicate in the studied language with enthusiasm and interest, both within the framework of their professional topics and in various everyday situations. Students must not only understand the language being studied, but also correctly build their message in response, which will respond to the culture of the interlocutor.

Therefore, along with the study of language phenomena, it is necessary to study the features of the cultures of the participants in the dialogue, their characteristics, similarities and differences.

The study of cultural traditions is an integral part of the process of teaching a foreign language, which at the same time is the teaching of interpersonal communication. In the process of working in the classroom, students should confirm and defend their point of view, use arguments, learn to analyze the content and find ways of mutual understanding in the process of dialogue in the target language. Thus, the boundaries of training are expanded, and this allows you to optimize the process of communication between people.

During the teaching of a foreign language, the individualization of the educational process should be carried out at all levels in the sense that its depth and forms should be adapted to the capabilities of each student. The desire to put into practice the principle of a differentiated approach to the personality of the student, the desire of teachers to go beyond the outdated education system led to the emergence of new methods of teaching the Russian language with non-traditional content.

In my opinion, teaching methods will qualitatively change the level of knowledge and increase interest in the subject.

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There is a lot of research by both domestic and foreign linguists regarding the main methods of teaching foreign languages. All of them have both positive and negative sides. We are close to the idea of the American linguist Leonard Blumfeld: "In the process of developing the theory and practice of teaching foreign languages, numerous attempts were made to create the most rational methods of mastering foreign languages. Along with the development of the main methodological directions of teaching foreign languages, their modifications also developed. Modifications of one methodological direction are methods that are characterized by common or close features of the main methodological direction. "

It should be noted that only as a result of a combination of several methods can we succeed.

The use of certain methods of teaching Russian as a foreign language depends on the specific material - phonetic, grammatical or lexical. Teaching a large number of students requires teachers to take more and more new approaches to the organization of teaching the Russian language in order to develop speech activity and skills in the practical use of the Russian language.

The purpose of communication is to establish contact, persuasion of the interlocutor, carried out in the form of a conversation or dialogue. That is why the most priority direction of presentation of educational material is lexical, and only then - grammatical and phonetic. Undoubtedly, the basis of such an occupation should be oral speech. It is observed starting from the very first minutes of the lesson. In my opinion, the study of grammatical rules, memorization of words is only a means to master oral speech, since it is the best way to assimilate and consolidate any material.

The first method of teaching Russian as a foreign language is the method of discussion (dialogue, conversation).

The second method is the design method. (With its help, you can perform many tasks and more effectively achieve success in learning Russian as a foreign language.)

The third method is the listening method.

In the methodology of teaching a foreign language, listening was considered a passive type of speech activity. Only thanks to the study of American scientists J. S. Asher, and S. Krashen, whose ideas formed the basis of popular modern methods of learning foreign languages (comprehension - before - production), listening has become an active type of speech activity.

The process of forming listening skills involves the following three programs:

1. Listening comprehension when introducing new material, when sound images of new language elements are formed especially intensively. In this program, much attention is paid not only to the understanding of what is heard, but also to the conscious perception of the phonetic-acoustic features of these linguistic units.

2. Listening comprehension as an element of dialogic speech. This program is incidental in terms of the formation of speaking skills and is actually due to the need - without listening there is no communication.

3. Listening as a special type of exercise, that is, as a special program. We are talking about listening to the speech of the teacher, including both dialogues of different persons and monological unity (stories, reading stories, etc.).

The basis of the listening act is the educational and speech situation.

Its subject is the meaning of the listened text, and the communicative task expresses the purpose of listening. These are the nodal components that define communication.

Listening, like any other speech act, is preceded by awareness and acceptance of the need for it.

Thus, using the listening method, the teacher not only teaches to perceive speech by ear, but also develops speech.

The fourth method is the role-playing method.

Role-playing is an active method of learning, a means of developing students' communicative abilities. Role play is closely related to the interests of foreign students, it is a means of emotional interest of students, motivation of their educational activities.

Role-playing games are an active method of teaching practical knowledge of a foreign language, helping in overcoming the language barriers of students, significantly increasing the volume of speech practice of foreign students. In other words, it's learning in the process of discussion. To date, there are many different types and forms of role-playing games in the classes of Russian as a foreign language.

Especially the role-playing method helps when learning new lexical topics.

Conclusion

As experience shows, there is no one ideal method for learning Russian as a foreign language. In practice, in the process of teaching Russian as a foreign language, most methods are combined and used. The new vision of education aims to create a motivational environment for students in the process of learning Russian as a foreign language. Therefore, to date, teachers need to constantly improve their knowledge of the methods of teaching foreign languages, introduce the latest educational concepts into their teaching practice and keep up with the times.

It is the use of innovative technologies for teaching foreign languages that allows you to create an environment in the classroom, helps to awaken the creativity of students, develops their thinking and forms in them the skills necessary for modern society.



At the same time, the paradigm of training is changing, more attention is paid to the formation of skills and abilities to independently acquire knowledge.

The use of innovative technologies in teaching strengthens the connection between subjects.

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