



TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN UNIVERSITIES OF UZBEKISTAN

**Kholmatova Shakhida Tafikovna¹, Tsagarayeva Olga
Batyrbekovna², Rakhimova Firuza Shavkatovna³, Akbarova
Dilorom Akhatovna⁴**

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Abstract

The article discusses the relevance of introducing innovative methods in the process of teaching the Russian language to Uzbek philologists-Russianists. The question is raised that the main thing in teaching the Russian language is the functional principle of learning, and the communicative competence of students is put in the center of attention. It is said about the intensive search for new approaches, forms and innovative methods of teaching the Russian language, where the directive learning model is replaced by an interactive model that is more productive and focused on the personality of the student.

Key words: teaching methods, education, innovative, individualized, grammar, communicative competence.

¹Senior Lecturer of the Russian language of the department Uzbek tili va adabieti, Tashkent State Technical University named after Islam Karimov

²Senior Lecturer of the Russian language of the department Uzbek tili va adabieti, Tashkent State Technical University named after Islam Karimov

³Senior Lecturer of the Russian language of the department Uzbek tili va adabieti, Tashkent State Technical University named after Islam Karimov

⁴Lecturer at the Department of Modern Russian Language, UZSWLU

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Introduction

The tendency to create national educational standards has been typical in recent years for the education systems of many countries of the world. Similar documents in Uzbekistan with such a wide scope are the Constitution and laws, in particular, the Law of the Republic of Uzbekistan "On Education" [1]. The dream and desire of every student, as well as any person studying a foreign language, is the ability to speak correctly and express their thoughts in the language of their interest. Teaching any discipline requires a series of responsibilities and efforts on the part of the teacher and learner. The duties of the teacher include the choice of a specific methodology and a suitable method of teaching, the selection of tasks for each type of educational activity, teaching aids, taking into account the level of knowledge of the trainees, and much more. Effort, seriousness and responsibility are required from trainees.

The difference between teaching foreign languages and other disciplines is that thanks to the language we express our thoughts and feelings. Our thoughts and feelings are not limited to the classroom, in the laboratory, in research, they are always and everywhere with us. This also indicates that one should not only learn foreign languages correctly, but also correctly express one's thoughts in one's native language. "If the development of the native language begins with the free spontaneous use of speech and ends with the consciousness of speech forms and mastery of them, then the development of a foreign language begins with the awareness of the language and arbitrary mastery of it and ends with spontaneous speech" [2, p. 58].

The native language is assimilated simultaneously with the appropriation of social experience. In Uzbek universities, the program of studying the Russian language,

like other foreign languages, includes an in-depth study of grammar, phonetics and the lexical composition of the language, more and more emphasis is placed on teaching the language system and mainly on grammar. As before, the main difficulties are the lack of active oral practice per student in the group, the study of the Russian language should be based on the development of students' speech skills as a result of performing oral exercises, and theoretical study should give way to the development of practical skills.

It is necessary to teach students not only the basics of the Russian language, but also teach them to communicate with interest and correctly in another language both within the framework of professional topics and in situations of everyday life. The teaching of Russian as a foreign language is now carried out in the context of global changes throughout the entire education system - the goals of learning the language, the needs of students, and the conditions for learning have changed; one cannot but admit that there was also a transition of quantitative changes into qualitative ones - work with the masses of students was transformed into more individualized work, when students themselves began to determine not only the linguistic, but also the cultural component of the learning process [3, p. 115]. The main goal of teaching a foreign language is not so much teaching the language system (linguistic competence), as mastering communicative competence, i.e. the ability of a person by means of the language being studied to carry out verbal communication in a particular field of activity.

The basis of communicative competence is a complex of language knowledge and speech skills and abilities that are formed and acquired in the course of classes [4, p. 154]. The priority is the student's independent work, which involves, first of all, a careful

study of additional theoretical materials and educational Internet resources for each topic, self-examination using questions and tests given at the end of the topic, as well as the obligatory completion of practical tasks. As for the remaining 50%, which depend on students, it should be noted that no matter what new innovative method a teacher would choose for a student in order to increase his practical mastery of the language, much depends on him, on his diligence, efforts and quick wits. For the most meaningful and inspiring occupation cannot last more than an hour and a half.

At the end of the lesson, the student is left alone with his diligence and imagination behind the doors of the audience and the university. Based on the foregoing, students can be advised to follow the famous saying "Repetition is the mother of learning." The more they repeat the material they have learned, going deeper into it, the better they will be able to remember it. This is due to the emergence of a labor market, competition in Uzbekistan for specialists from domestic and foreign vocational schools in order to bring the level of a graduate of domestic educational institutions to the level of professional viability of a foreign specialist.

The modern methodology of teaching the Russian language in the universities of Uzbekistan recognizes that the difficulties in mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other hand, with the specifics of the vocabulary of the students' native language. Since words in the Russian language do not exist in isolation, but in connection with others, students study vocabulary in interconnection, in comparison, which facilitates the process of mastering the material. In the learning process, a large place should be given to the semantics of words, since it is associated with the correct understanding of the word

and its use in speech. The living word of the teacher, his direct appeal to students, the possibility of constant feedback - all this has undeniable advantages. It should always be remembered that no matter what technical means we use, the teacher remains the central figure in the educational process, and he needs to carefully monitor his speech, have good, clear pronunciation, and avoid grammatical and stylistic errors.

Methods of teaching the Russian language - the science of the content, principles, methods and techniques of teaching the Russian literary language, about the ways and conditions for students to acquire knowledge, skills and abilities in the Russian language (speech, spelling, punctuation) in a modern school (M. T. Baranov, A. V. Tekuchev). We understand the methodology of teaching the Russian language as a pedagogical science, a branch of didactics that studies the patterns of teaching Russian to schoolchildren. The methodology studies the content of education, the methods of work of the teacher, students, the processes of assimilation of the material, explores the effectiveness of the recommended methods and techniques.

The subject of the methodology is the process of teaching the Russian language. The concept of "training" includes:

- the content of training, i.e. the language material that is being studied, the language skills that must be learned;
- the activities of the teacher in the selection and "submission" of material to students, in the organization of their educational work, in identifying the knowledge and skills of schoolchildren;
- the activity of students in the assimilation of knowledge, their creative work in the application of knowledge, the development of skills and abilities;
- learning outcome.

Objectives of the methodology:

- 1) defining the goals and objectives of teaching Russian as a native language (“why study”);
- 2) determining the content of training (“what to teach”);
- 3) development of teaching methods and techniques, designing lessons and their cycles, teaching aids and educational equipment (“how to teach”);
- 4) determination of evaluation criteria, control methods (“how to control what has been learned”).

Categories of methodology.

The goals of teaching the Russian language in an educational institution.

Educational goals:

- 1) mastering the basics of knowledge about the language system;
- 2) conscious mastery of the norms of the language, spelling, punctuation, grammatical rules based on theoretical knowledge;
- 3) mastery of skills and abilities in the production of correct literary speech in oral and written forms.

Development goals:

- 1) the development of figurative and logical thinking and speech, a sense of language, language memory, speech hearing;
- 2) mastering the techniques of language analysis and synthesis, comparison, generalization, classification;
- 3) mastering the methods of educational activity;
- 4) understanding the connections and relationships that underlie the language system.

Educational goals:

- 1) fostering love for the native language, instilling interest in learning it;
- 2) education of an aesthetic attitude to the word, a sense of responsibility in relation to the word;
- 3) the formation of a student as a person, the development of his will, intellect, emotions, independence, thinking, creative abilities, value orientations.

The content of the training is what needs to be taught in the Russian language lesson (a system of linguistic knowledge, terms, concepts); a system of skills and abilities determined by the program, ways of working with the material being studied, as well as means of communication, with the help of which the teacher organizes the development of the content of education by students. The content of training is fixed in the State Educational Standard of General Secondary Education, approved by the Federal Agency for Education of the Russian Federation.

Principles, approaches, directions - a category that takes into account the rules, language theories underlying the course, the patterns of mastering the subject.

And the last category of methodology for teaching the Russian language is methods, methods, techniques, means, organizational forms of educational activities of teachers and students.

Connection of methodology with other sciences.

With linguistics - in determining the content of the subject, in taking into account the laws of the functioning of the language.

With pedagogy - in the development of the main educational tasks, based on the principles and patterns of education.

With psychology - based on the patterns of thinking and speech, based on the patterns of mental development of students, perception,

memory, attention, and other mental processes.

From the history of the development of methods of teaching the Russian language.

The methodology of teaching the Russian language as a science has a little more than one hundred and fifty years of its existence, if we take as the beginning of its occurrence the fact of the publication in 1844 of the work of F.I. Buslaev "On the teaching of the national language", in which the previous teaching experience was first summarized of the Russian language, the personal experience of an outstanding scientific methodologist, as well as the ideas and principles on the basis of which, according to F. I. Buslaev, the teaching of the Russian language should have been built. The work of F. I. Buslaev consists of two parts: the first is devoted to issues of domestic and foreign didactics, the second - to the theory and history of the Russian language and stylistics.

The scientist considered explanatory reading, grammar teaching, writing exercises, development of students' speech, meaningful perception of the patterns of development of the Russian language as the main methods of teaching the language. As disadvantages of teaching the Russian language, the methodologist calls the dominance of formal grammatical study, the deductive way of teaching, the lack of Russian language textbooks, the disunity of teachers, the gap between the school and scientific course of the Russian language, and the failure to reflect the history of the language. How to overcome these shortcomings? It is necessary to study the language in all its manifestations (not only grammar and spelling), to combine the study of theory with practice, to increase the role of induction, observation, to connect classes in the Russian language with the development of the gift of speech, to establish interdisciplinary connections.

The work of F. I. Buslaev laid the foundation for a direction that studies not only the language, but also the native speaker. The author proposed two methodological concepts of teaching the Russian language: linguocentric and anthropocentric. The subject of the study of the linguocentric concept is language as a system that consists of several levels: phonetic, morphological, etc. The subject of the study of the anthropocentric concept is a linguistic personality, a person capable of generating and perceiving speech statements. The leading role is assigned to speech activity, the text becomes the unit of instruction. At the present stage of teaching the Russian language, the desire of school teachers to use in their practice the anthropocentric concept of teaching the subject is increasingly observed.

Teaching is a complex, multi-component mobile system that is restructured depending on who, what, and for what it is necessary to teach. This is a system that requires the synthesis of all theoretical knowledge, the ability to analyze, simulate the situation of communication in pedagogical practice. The teacher is a "translator" of educational knowledge. But the role of the teacher is not limited to this. In addition to educational material, he conveys cultural, universal values, forms and develops the personality of the child. The methodology should equip the future specialist with a system of methods, forms of teaching the subject.

It should be noted that the modern educational system (classroom) is built according to the scheme proposed by the founder of didactics, Ya. A. Komensky, who believed that the principle of dividing into objects would help create a model of scientific knowledge. Today, more and more often they talk about the integration of subjects, which would contribute to the formation of a student's own picture of the world. In addition, society is changing, views on education, principles of teaching,

the child himself is changing, and the teacher must also change (we talked above about the mobility of the teaching process).

Thus, the state of modern methods of teaching any subject is the search and testing of new means, forms, methods and technologies of teaching.

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