

Методика Преподавания Рки Как Наука

Нарзуллаева Шоира Бахшиллоевна

*Ассистент, преподаватель азиатского международного университета кафедры
"истории и филологии"*

Абстрактный: Исследователями принято выделять общую и частную методики. Общая методика изучает закономерности и особенности процесса обучения иностранному языку независимо от того, о каком языке идет речь. Частная методика исследует закономерности и особенности обучения конкретному иностранному языку. Применительно к обучению русскому языку как иностранному это разграничение общей и частной методик следует уточнить. Общая методика изучает закономерности обучения русскому языку независимо от характера и условий обучения, в то время как частная методика исследует закономерности обучения в вузе в конкретных условиях: подготовительный и основные факультеты, интенсивное обучение, обучение в кружках, на краткосрочных курсах и т. д. Выделяют также специальную (или специализированную) методику, связанную с обучением отдельным аспектам системы языка или видам коммуникативной деятельности.

Ключевые слова: Морфемика, фонетика, графика, орфография, орфоэпия, лексика, фразеология, морфемка, словообразование, морфология, синтаксис, семантика, стилистика.

Методика преподавания РКИ – составная часть методики преподавания иностранных языков. Предмет методики преподавания РКИ – закономерности процесса иноязычного образования, обучение русскому языку как средству общения.

The methodology of teaching RFL is an integral part of the methodology of teaching foreign languages. The subject of the methodology for teaching RFL is the laws of the process of foreign language education, teaching the Russian language as a means of communication.

Methods of teaching RFL as a scientific, educational and practical discipline. The goals and objectives of the RFL teaching methodology are strictly methodological, linguistic and psychological. General, specific and special methods of teaching RFL. The connection of the methodology with other sciences: applied linguistics, pedagogy, didactics, psychology and psycholinguistics, sociolinguistics, linguoculturology. cognitive linguistics, comparative studies, translation studies.

Stages of development of methods of teaching Russian as a foreign language. The main categories of RFL: communication, taking into account cultural factors of the country of the language being studied, taking into account the native language of students. The concept of basic competencies of RFL: communicative, linguistic (language and speech), sociocultural, social, intercultural. Lingvodidactic filling of competencies.

Basic principles of teaching methods for RFL. Practical orientation of learning goals. Functional-communicative approach to the selection and presentation of educational material. Teaching

vocabulary and morphology on a syntactic basis. Units of training: speech sample, grammatical model, structural diagram, microtext. Situational and thematic presentation of the material. Complexity and stylistic orientation of the study of language means.

Research methods in methodology. Analysis of scientific literature. Scientific observation and generalization of teaching experience. Conversation. Methodical experiment. Experiential learning. Trial training. Questioning. Testing. Methods for statistical analysis of experimental results. Diagnostics and prediction in teaching RCT.

The main goal of modern linguodidactics and methods of teaching RFL is to draw the attention of specialists in the field of learning theory, methodologists and teachers of Russian as a foreign language to the importance of those psychological, pedagogical and linguistic approaches that in modern conditions come to the fore in understanding the process of language teaching in order to improve its effectiveness. The main components of these approaches are the personal-activity nature of language acquisition and the learning process, the level structure of the linguistic personality, the relationship of language and thought processes, taking into account the typological features of thinking and memory in the implementation of communicative programs and communicative activities in general, identifying individual abilities to master tongue. All these components form a system on the basis of which an optimal learning model should be built, the center of which will be not the teacher, but the learner.

K. D. Ushinsky, the founder of the primary education methodology, laid down its theoretical foundations, he wrote: "By mastering their native language easily and without difficulty, each new generation assimilates at the same time the fruits of the thoughts and feelings of the generations that preceded it" (article "Native Word"). From this pattern follows the need to study, first of all, the richness of the language itself - its words, figures of speech, the texts of the best works created in Russian by masters of words, and on this basis - the structure and mechanisms of language as a sign system. "The child learns not only words, their additions and modifications, but an infinite number of concepts, views on objects, many thoughts, feelings, artistic images, logic and philosophy of language, and learns it easily and quickly" (K. D. Ushinsky. Ibid.). By studying a living language in action, in living speech, in texts, the student understands the very rules of the language, its system, its structures. So gradually, living in the world of language, the child is drawn into communication, into dialogues, from them he goes to monologues - he not only remembers, accumulates the incalculable riches of the language, but also uses his native language more fully and flexibly, develops his "gift of speech", flair language. There is no better way to develop thinking, intelligence, and the entire spiritual world of schoolchildren than the diverse, "alive as life" (N.V. Gogol), ever-evolving language itself. Over centuries, hundreds of generations, refined linguistic structures, superimposed on the still unstable, amorphous thoughts of a schoolchild, form and discipline them. "Language not only expresses and formulates thought, but also shapes it" (S. L. Rubinstein, psychologist). The methodology of language teaching is sometimes called applied linguistics. Indeed, the methodology is the application of the properties and patterns of language and speech to the processes of mastering them. Thus, three areas are distinguished in language (according to the works of linguist L.V. Shcherba) : speech activity (i.e. speaking, listening , writing, reading); •linguistic material - the totality of everything said and written, all created texts in the best examples of literature; •language system - its levels, structure, sections: phonetics, graphics, spelling, spelling, vocabulary, phraseology, morpheme , word formation, morphology, syntax, semantics, stylistics, text syntax. Selection of material from various areas of language, its adaptation (while maintaining scientific character), its sequence, the relationship between theoretical and practical, its presentation (presentation) - all these are functions of the methodology, its applied part, arising both from linguistics and from other applied sciences: theory and history of literature, theory of speech activity. The entire school set of philological disciplines in the 19th century. called literature; today the term is making a comeback. Determining the content of the course means creating a program and corresponding textbooks,

manuals: collections of exercises, anthologies, reference books, dictionaries, collections of entertaining and game materials, collections of pictures for conversations and essays, etc. In conditions of pluralism of programs and textbooks (as, for example, Nowadays, in the 90s - 11s of the 20th century), uniform educational standards - minimums - are being developed for the entire state; they are approved by legislative bodies and serve as a mandatory document for any programs and textbooks. In modern primary classes, a mainly traditional set of educational subjects that make up the philological cycle has developed, it is shown in the table: Content Practical Theoretical Main goals Teaching literacy Elementary writing, speech development The simplest language concepts Preparatory Reading and literature Reading mechanism, skill, technique Elements of literary theory Reading skills, love of literature Language knowledge, "school grammar" Language analysis and synthesis Grammar, phonetics, vocabulary and language . Awareness of language as a system Spelling, calligraphy Standard, literate writing System of grammatical, orthographic , punctuation rules Development of students' speech Skills of oral and written speech Basics of speech theory (speech science) Pragmatics of language, general development Courses not included in the federal component of the modern curriculum: rhetoric, foreign languages , theater, clubs, etc. The greatest importance for the methodology is grammar, which allows schoolchildren to achieve an understanding of the mechanisms of language functioning, gives " awareness " (the term of I. A. Baudouin before Courtenay) of a practically mastered language, i.e., grammar in action, in their own speech activity. It has long been customary in school practice to call any theoretical material grammar. But it is necessary to distinguish between the branches of linguistic sciences and understand the functions of each of them. Thus, phonetics, phonology, graphics provide the basis for two sections of the methodology - for teaching literacy and spelling, for morphemic (more precisely, morphonological) analysis of words, for understanding difficult cases of word formation, as well as for the development of diction, for the expressiveness of students' speech. Lexicology and semantics contribute to the precise choice of words, the accumulation of new words and their meaning in students' memory, and provide for the needs of speech, communication, and expression of one's thoughts. A schoolchild's rich and active vocabulary is a necessary condition for a culture of speech. The richness and mobility of the dictionary is ensured by many linguistic operations - from checking unstressed vowels to constructing rhetorical figures and tropes.

Morphemics , word formation and etymology will help the student navigate the composition of a word, its origin, the relationship of words, language analysis, difficult spelling cases, and understanding the historical processes of language development. Morphology and especially syntax provide an understanding of the rules for changing and combining words, constructing phrases, sentences, and entire statements. Grammar controls the mechanisms of language use and provides internal semantic and formal connections of language constructs. It is in the sentence that all the expressive means of language at the grammatical, lexical, and pronunciation levels are synthesized and concentrated.

Table 1. Main objectives of the RFL teaching methodology

Actually methodological tasks	development of effective conceptual schemes and approaches to teaching foreign language activities and making the right decisions in relation to a specific educational process, tasks and learning conditions
	selection of adequate lexical and grammatical material for each stage of learning
	selection of optimal forms of its presentation, dosage and sequence of administration
Linguistic tasks	development of fundamental approaches to language as a system and its functioning in speech based on data from sociolinguistics, communicative linguistics, theory of speech activity and speech acts, text linguistics, functional grammar

	construction of various functional-semantic models for describing language, their use in the process of presentation and interpretation of linguistic phenomena, taking into account the significance for specific acts of communication and the implementation of initial communicative intentions
	going beyond the boundaries of the language system and expanding the framework of traditionally understood grammar by turning to the communicative, cognitive, speech activity and pragmatic aspects of utterances that form the basis of speech acts
Psychological and psycholinguistic tasks	development of a theory of language acquisition, mastery of speech activity in a foreign language
	constructing schemes of speech production and speech perception in a foreign language and their interpretation in relation to the learning process; determination of strategies and tactics for using language in the process of speech perception and speech production
	studying the cognitive aspects of speech and thinking activity in the process of learning foreign languages
	building a holistic model of personality speech development and identifying the stages of its development from lower to higher levels in the process of teaching foreign languages
	determination and description of the list of communicative strategies and difficulties in the process of implementing communicative acts
	studying the dynamic aspects of speech, ways of forming an individual lexicon and thesaurus, ways of memorizing verbal information, its actualization in speech, as well as mechanisms for activating verbal-semantic networks in the process of speech generation, speech perception and meaning formulation

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