

A Modern Approach to Teaching Russian as a Foreign Language

Akimbekova Khakima

Teacher of the Department of the Russian language
At the University of Tashkent for Applied Sciences

Abstract

The article deals with the current state of science "Methods of teaching Russian as a foreign language". The current socio-political situation has required a change in the paradigm of education associated with a change in the role and place of the student in the educational process. Thanks to these shifted emphasis in the educational process, the student is more actively involved in obtaining and interpreting new knowledge, in correcting, expanding and deepening his knowledge and ideas about the world around him, along with the comprehension of a new language and a new linguistic picture of the world. Changing the linguo-cognitive space of students, their motivations, goals, interests, intentional needs in the process of communicative-cognitive activity - all this refers to those factors that should be reflected in modern textbooks and teaching aids, as well as in a new system for monitoring the formation of skills and skills in standards and tests. One of the main requirements of modern linguodidactics, dictated by the demands of the modern pragmatic-dynamic society, is the ability to use theoretical knowledge in practice, i.e. it is necessary to be in line with the practical orientation from the very beginning of training.

Keywords: Russian as a foreign language teaching methodology, natural communication, language personality, innovative teaching, methods, lesson, educational process.

Currently, the terms "methodology of the Russian language", "linguodidactics" and "linguistics" are used as synonyms. The methodology of teaching the Russian language in a scientific context has been perceived for more than two centuries. Like any other science, it has its own conceptual apparatus: object, subject, research methods and other distinctive features.

An important contribution to its development was made by such famous scientists as A.D. Alferov, L.V. Zankov, N.A. Korf, A.M. Peshkovsky, D.I. Tikhomirov, I.I. Sreznevsky, K.D. Ushinsky, D.B. Elkonin, F.F. Fortunatov and many others.

The modern level of the methodology of the Russian language is characterized by the presence of different approaches to learning: system-functional, structural-semantic, communicative, cognitive, etc.

Today, the method of teaching the Russian language can be represented as a method of teaching Russian as a native language, a method of teaching the Russian language in a non-Russian school, and as a method of teaching Russian as a foreign language (RFL). Despite the fact that these branches are united by one subject, they have many differences. Within the framework of the education reform being carried out in the Republic of Uzbekistan, the absolute importance and priority of the effective organization of the educational process of school educational institutions should be noted. Methodological work in a school educational institution is part of the system of continuous education of the teaching staff, where the head and the methodologist are the key link. Not in vain, Shusharina N.V. in her work "Organization of methodological work

in a school educational organization”, she asserted the importance of the role of a methodologist in the formation of systematic methodological work of the entire teaching staff. Thus, in our opinion, it is impossible to overestimate their importance in interconnection, since they basically determine the vector of building a strong teaching staff capable of solving any problems together. For the effectiveness of the pedagogical process, it is necessary to constantly search for new, more effective methods of education and training, with the help of which the content of education is transferred to students. It is the methodological activity that is assigned the leading role in the creation and implementation in practice of the most effective methods of educating and training the younger generation. From this it follows that the implementation of all the goals and objectives outlined is unthinkable without reconsidering the views of the heads of school educational institutions on the organization of the work of pedagogical councils.

Considering the above, the President of the Republic of Uzbekistan Shavkat Mirziyoyev signed a resolution “On organizing the activities of the Ministry of School Education of the Republic of Uzbekistan”, thereby giving a new impetus to the development of the education system, which really needed a radical improvement. He laid the school education system at the basis of this model of reforming society, noting the fundamental nature and priority of investing in the younger generation.

Education at the present stage takes a guideline for a comprehensively developed personality. The realities of life in society are such that an understanding comes of the need to educate a person who is creative, receptive, emotionally responsive. It is creativity that distinguishes a person among a number of living beings. Creative self-expression is the most striking manifestation of a harmoniously developed personality. The creation of something new is always a constructive act, as opposed to everything destructive and destructive. Today, our society lacks creators. Only such individuals are capable of a decisive breakthrough, they think outside the box, find a solution where others do not see it.

To date, there is a disagreement between the urgent need to create everything necessary for the disclosure and further improvement of the creative abilities of schoolchildren and the not fully developed concept of creativity itself. This concept is not found in the specialized literature unchanged. The level of culture of the environment surrounding the child also leaves much to be desired. The purpose of the study is to study the formation of creative self-expression of schoolchildren in the classroom, to conduct an experimental study and propose effective methods for the implementation of optimal conditions for the formation of creative self-expression. education, primary school students must themselves seek answers to the questions posed. Communication and technological transformations in society have involved both direct and indirect communication (for example, via the Internet) a fairly large number of people of various professions, ages and interests. Correspondingly, the demand for the use of the Russian language also increased. Teaching the language as a means of communication and generalization of the spiritual heritage has acquired priority significance. On the threshold of the new century, the sociocultural context of learning languages, especially Russian, has changed significantly. Agreeing with E.I. Passov, who calls for the formation of a “spiritual person” in the process of studying a foreign culture (the Russian language), one cannot but admit that the Russian language, of course, provides us with all the opportunities for educating such a person. In this regard, the concept of “linguistic personality” is not limited to mastery of the language system, knowledge of linguistic rules and categories, which still takes place in Russian language classes. Language becomes a part of social memory, a set of meanings that make up the orienting basis of not only speech activity, but also another, for example, cognitive activity, since speech by its nature is a “non-instinctive, acquired”, “cultural” function.

Thus, the educational and self-educational functions of the Russian languages, their professional significance at school, university, and the labor market as a whole have increased significantly, which has led to an increase in communication motivation. In the practice of working in educational institutions, the urgent problem of the day is the education of a socially active person who is able to take responsibility for independently made decisions. For graduates of educational

institutions, the requirements of readiness for orientation in a life saturated with information flows, for continuous self-learning have become mandatory. The use of a communication network in the study of Russian as a foreign language for students of our universities is the norm of today. In this regard, the use and improvement of the methods of the educational process and educational technologies is of particular importance. This is especially true for the sphere of studying Russian as a foreign language, where interaction with the teacher in the classroom cannot be effective without students learning the necessary vocabulary on their own. And also, in parallel, it is possible to use the linguoculturological approach in teaching Russian as a foreign language, which is the basis for the formation of a linguistic personality, which, from our point of view, implies not only a dialogue with ethnic cultures, but also the familiarization of the individual with the universal human culture, and in its components - professional, environmental, informational, etc. Studies of the real state of the problem in the theory and practice of teaching Russian as a foreign language in schools, academic lyceums, professional colleges and universities have revealed: an insufficient level of development of theoretical and methodological approaches to the implementation of the socialization of the personality of the modern information society on the basis of effective possession language using the latest information technology and therefore the use of listening is relevant in teaching methods.

Listening skills can become stable if the student improves them independently in his free time. This can be facilitated by means of information and communication technologies that allow you to hear the speech of native speakers of the Russian language, see educational information through a computer, provide immediate feedback between the student and the learning tool, as well as organize learning activities at an individual pace and control the results of assimilation. The success of mastering the Russian language as a foreign language among students is determined by many objective and subjective factors, among which the degree of formation of students' psychological mechanisms of listening is of particular importance; awareness of one's own goals of language learning. At the same time, based on the linguoculturological approach and equating the process of forming a linguistic personality with the process of socialization of a personality, we expand the concept of a linguistic personality, understanding by a linguistic personality not just any native speaker capable of producing speech works in a given language, or a typical representative of a given linguistic community.

Thus, the most difficult type of speech activity, especially among students for whom Russian is not their native language, therefore, the work on the formation of the ability to perceive speech by ear requires painstaking efforts. In this regard, attention is drawn to the approach of foreign psychologists and methodologists to listening, which is based on a comparison of the mechanisms (listening) of native speakers and learners of a new language. A child immediately becomes a listener, only after being born, but after months he begins to speak, and he will learn to read and write only after a few years. This means that auditory skills are primary and underlie the formation of all other speech skills and abilities. This leads to the fact that for a student of the Russian language, both the process of special listening training, acquired during training and improved independently, and the need to know one's natural abilities for self-learning to understand foreign speech by ear, in this case the Russian language, are important. For example, dialogues are the result of the semantic processing of audio information, it generates the student's communicative intention, the logic of thought.

Thus, in the process of studying the Russian language as a foreign language, students not only comprehend the way of expressing thoughts, but also perceive the language as a source of information about the national culture of the people, since the language is a sign of the nation, expresses the national culture of the people who speak it. And also, it becomes the basis of the intellectual development and self-development of the individual, the basis for the formation of its readiness for productive activity in society, as it equips the individual with a tool for gaining knowledge in any field of education and social structure, allows a person to know himself, master the means of introspection, self-expression and self-realization in society. The problems of socialization of the individual in the education system are of great importance for the effective solution of the problems of upbringing, training and development of the younger generation.

The concept of “socialization of the individual”, on the one hand, has been narrowed down by us to its interpretation from the point of view of effective language proficiency as a mechanism for inscribing a person into the system of being, mainly through that part of the conceptual world of a person that has a “binding” to language and is refracted through language forms. , on the other hand, there is a significant expansion, even globalization of the interpretation of the concept of "personal socialization". Due to the system-forming nature, the multifunctionality of the language itself, with the help of which knowledge is integrated, consciousness is formed as a property of a person, abstract thinking, memory develop, general intellectual development is ensured, etc.

It should be emphasized that, interpreting the Russian language as the main means of socialization of the individual in the modern information and humanitarian society, we consider informatization and humanitarization in continuous unity, understanding the humanities in the broad sense of the development of informatics and electronic computing technology as informatization of society: philosophical, sociocultural , philosophical, ideological, methodological, etc.

In the 21st century, the study of Russian languages in the CIS countries is designed to “socialize” a person through the formation of the ability to freely navigate in the flow of information, filter the main thing through the prism of universal values and the mentality of students, independently determine the directions and boundaries of the search for the necessary information, be fluent in methods and means of control and transmission of information through the teacher.

In the modern world, the changing requirements and need for the study of the Russian language have determined new methods and goals of education in secondary school, academic lyceum, vocational college and higher educational institution, aimed at developing the personality of the student - active, proactive, enterprising, active, highly cultured; a patriot with a developed gift of humanity and non-standard creative thinking, able to fully live and work successfully in the conditions of the modern information society, in the conditions of the market and democracy, urgently require a new content of education (including, and above all, the Russian language, which occupies one of the leading places in the educational and upbringing system), new teaching aids, methods and technologies, the fundamental principles of which, in our opinion, should be an authorized, integrative, activity and automated approach to learning, upbringing and development.

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