

TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN UNIVERSITIES OF UZBEKISTAN

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DOI: 10.5958/2278-4853.2023.00066.6

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.

KEYWORDS: *Teaching Methods, Education, Innovative, Individualized, Grammar, Communicative Competence.*

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 organization of integration classes allows you to develop imagination, teaches you to fantasize, organize intergroup competitions in Russian. The main purpose of the use of such modern types of lessons in the educational process is to achieve a level of activation of the students, leading to a high level of assimilation of educational material. Such technology teaches students to imagine the world in a different way, makes it possible to connect practice with life, not to memorize theoretical positions verbatim, to comprehend the harmony of the individual and society, to achieve diversity of thoughts, non-standard thinking, and also to comprehend the ways of their own self-development.

Thus, higher education specializing in the teaching of foreign languages through the establishment of interstate personnel cooperation in educational institutions will lead to an effective result. There are several different approaches to innovative educational technologies. The effectiveness of classes in teaching the Russian language will be higher if extraordinary and diverse methods are used in the lessons. Teaching a foreign language using role-playing games, activities, interviews also cause an increased interest in learning the language.

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, and 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.

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