



Methods Of Teaching Russian Language In National Groups In Uzbekistan

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Abstract: This article examines various issues of teaching Russian language to foreigners from the standpoint of a communicative-activity approach, with a special place given to the importance of vocabulary learning. This paper also examines the motivational aspect in the study of Russian as a foreign language as the basis for its high-quality mastery.

Keywords: Russian language, student, teacher, methods of teaching RFL, socio-cultural and regional component, communicative-activity approach, motivation, speech context.

The Russian language is one of the most difficult languages in the world, so students encounter some difficulties when learning it. In order for teaching Russian to foreigners to be effective, the teacher must competently organize training sessions, taking into account the typical difficulties that arise during the educational process. Teaching Russian as a foreign language (hereinafter referred to as RFL) is a very complex, but at the same time interesting process for both students and the teacher. For successful teaching, it is necessary to study in detail various teaching methods, as well as take into account the personal and cultural characteristics of students.

It is important to note that a foreign language teacher should pay special attention to the communicative-educational function, which determines the importance of building an educational lesson on a communicative-speech basis and allows him to better interact with students. Students often have various problems when learning the Russian language, due to the complexity of the material being studied. However, this issue also becomes a problem for the teacher, since he needs to find the best way to explain complex, problematic linguistic phenomena. Problems in learning the Russian language can begin at a very early stage when learning the alphabet and phonetics. Students need to remember how to pronounce each letter and each sound. It is important to explain the features of hard and soft signs, because they do not have a sound,



but are dividing signs and indicate the hardness or softness of the preceding consonant sound.

The peculiarities of Russian phonetics are very difficult, so the teacher must pay attention to this aspect and regularly conduct phonetic exercises, phonetic dictations, and practice various exercises for training and setting sounds. Students need to learn to distinguish sounds by ear, since there are certain difficulties in recognizing a word by sound. When studying phonetics, the teacher must be guided by the reproductive method of teaching; he must become an example of the correct pronunciation of sounds and pronunciation of words.

As practice shows when working with foreigners, training the articulatory apparatus should be constant at the initial stage of each Russian language lesson. It should be noted that in the system of sounds of the Russian language there are sounds that are not characteristic of other languages, for example, affricates (Ts, Ch) and fricative lingual-antepalatal (Zh, Sh, Shch). From work experience it is clear that when mastering articulatory affricates, it is necessary to explain to students that these sounds are formed by merging two sounds, for example, Ц = T + C; X = T + Ш. Foreigners can master the sounds Ж, Ш thanks to associative thinking: the teacher should explain to students that the sound Ж is similar to the buzzing of an insect, and the sound Ш is like the hissing of a snake. These features can be demonstrated using technical teaching aids or educational illustrations. At the initial stage of the lesson, students can train the articulatory apparatus by reading tongue twisters.

The teacher must show an example of correct reading of a tongue twister phrase, taking into account accentological norms, intonation, tempo and syntagmatic stress. Another difficult problem when learning Russian as a foreign language is mastering grammatical laws and rules. Russian is an inflectional language, that is, the expression of grammatical meanings is dominated by inflection using inflections. Here, special attention should be paid to declension (changing a word according to the grammatical categories of gender, number and case). The case system of the Russian language causes particular difficulties for students. Students are invited to study a model with a subject expressed by one or another case of a noun or personal pronoun: Here is the table, it is here. Where is the book? She is there. After this, it is advisable to first introduce intransitive verbs in -at (play, dine, etc.), then adjectives are given to express attributive relations, since possessive pronouns have already been mastered on



the models (my, mine, mine, yours...). After studying the model with the nominative case of a noun (in the meaning of the subject) and personal pronouns, a model with the prepositional case (in the meaning of place - where?) is introduced, indicating the location of the object: The book is on the table. The assignment is in the book. This corresponds to the frequency of use of the prepositional case in this particular meaning. The introduction to the study of verbs in the construction is determined by which of the case meanings is studied at this stage.

For foreigners, syntax is a big difficulty in learning the Russian language, since there is no strictly assigned place in a sentence for one or another of its members. This word order in Russian is called free or not fixed, so words in a sentence can appear in different sequences. However, the arrangement of words in a sentence depends on the purpose of the utterance, its communicative component. Therefore, it is important to teach foreign students to compose a sentence so that it fully corresponds to the communicative purpose, and also so that the meaning and logic of what is said does not change. Foreign students may also experience difficulties when learning Russian vocabulary. These problems are most often associated with the phenomena of homonymy or polysemy. Thus, the greatest problem is posed by homonyms (words that have different meanings, but are the same in sound and spelling; for example, spit - "a type of hairstyle", "agricultural implement", "cape, sandbank"), homoforms (the coincidence of the sound and spelling of one or several forms of words; for example, dear - a masculine adjective and dear - genitive, dative, prepositional case of a feminine adjective), homographs (same spelling, but different pronunciation of words; for example, zAK and ZAKO), homophones (same pronunciation, but different writing words and phrases; for example, "eye" and "voice"). The lexical diversity of the Russian language is presented in thematic groups, for example: "Family", "City", "Weather", "Time", "Parts of the body", "Professions", etc. When studying vocabulary, the teacher must constantly use various visual aids (illustrations, slide presentations, video clips), and active work with the dictionary must also be organized.

The effectiveness of learning Russian words can be achieved when a foreigner finds a given lexical equivalent in his native language. It is more expedient to carry out such work on the basis of a finished text according to the following plan: translation of a Russian text into the native language - retelling the same text in Russian. It is important to consider that such work can be effective if



foreigners have the necessary vocabulary of Russian words. You can also organize the completion of such tasks using guiding questions based on the text. When teaching Russian as a foreign language, the teacher must take into account the national-cultural, individual-psychological and personal characteristics of the students, and his creative individuality must contribute to the best conduct of classes. In modern methodology, there is an opinion that the basis of teaching Russian as a foreign language is the relationship scheme “teacher - student - teaching aids”, which is defined as pedagogical communication, which implies a partnership between a foreign student and a teacher. A teacher of Russian as a foreign language must not only support the student in solving educational problems, but also help him better adapt to a foreign culture, understand and accept social foundations that are new to him. The teacher must be an open and friendly person, able to positively influence students and interest them. Conducting non-traditional classes (correspondence excursions, discussions, games), organizing excursions and cultural events dedicated to significant dates contribute to the rapid adaptation of students to the language environment. Thus, intensive and high-quality study of Russian as a foreign language is impossible without certain communication barriers, which poses a particular difficulty in the learning process. However, with a detailed study of the similarities and differences between cultures, this problem becomes completely solvable. When organizing the educational process, the teacher must take into account the likely difficulties in mastering educational material and pay special attention to each problem so that students can fully use the learned material in the communicative sphere.

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