



METHODOLOGICAL AND PEDAGOGICAL FEATURES OF TEACHING THE RUSSIAN LANGUAGE AS A FOREIGN

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Annotation

In this article, the author examines the fact that an intensive and high-quality study of Russian as a foreign language is impossible without certain barriers to communication, which is a particular difficulty in the learning process. However, with a detailed study of the similarities and differences of cultures, this problem becomes quite solvable. When organizing the educational process, the teacher must take into account the probable difficulties of assimilating the educational material by foreigners and pay special attention to each problem so that foreign students can fully use the acquired material in the communicative sphere.

Keywords: Russian language, student, teacher, foreigner, special attention, articulation apparatus, full measure, prepositional case, native language, creative individuality.

The Russian language is one of the most difficult languages in the world, therefore, when studying it, foreign language students have some difficulties. In order for the teaching of Russian to foreigners to be effective, the teacher must properly organize the training sessions, taking into account the typical difficulties arising in the course of the educational process.

Teaching Russian as a foreign language is a very difficult, but at the same time, an interesting process for both the learner and the teacher. For successful teaching, it is necessary to study in detail the various methods of teaching Russian as a foreign language, as well as take into account the cultural and personal characteristics of the students. It should be noted that a teacher of a foreign language should pay particular attention to the communicative-teaching function, which determines the need to build a training lesson on a communicative-speech basis and allows him to better interact with students.

Foreigners often have various difficulties in learning Russian due to the complexity of the material being studied. However, this question also becomes a problem for the teacher, as he needs to determine the best way to explain difficult, problematic language phenomena.





Problems associated with the study of the Russian language can begin at the very initial stage when studying the alphabet and phonetics. It is important for learners to remember how each letter and each sound is pronounced. It is necessary to clarify the features of hard and soft signs, because they do not have sound, but are dividing signs and indicate the hardness or softness of the consonant sound in front. The peculiarities of Russian phonetics are of great difficulty for foreigners, so the teacher should pay attention to this aspect and regularly conduct phonetic exercises, phonetic dictations, work out various classes for training and staging sounds. Students need to learn to distinguish sounds by ear, since there are certain difficulties in recognizing words 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, pronunciation of words.

The practice of working with foreigners has shown that the training of the articulatory apparatus should be constant at the initial stage of each lesson in the Russian language. It is important to note that in the system of sounds of the Russian language there are sounds that are not characteristic of other languages, for example, affricates (Ц, Ч) and slotted lingual-anterior palatal (Ф, Щ, Щ). Based on experience, it can be seen that during the articulatory mastering of the affricate, it is necessary to explain to the students that these sounds are formed by the fusion of two sounds, for example, Ц = Т + С; Ч = Т + Щ. Foreigners can master the sounds Ж, Щ thanks to associative thinking: the teacher must explain to the students that the sound Ж is like the buzzing of an insect, and the sound Щ is like the hissing of a snake. These features can be shown using technical teaching aids or educational illustrations.

At the initial stage of the lesson, students can train the articulation apparatus by reading tongue twisters. The teacher must show foreigners an example of the correct reading of a phrase-tongue twister, taking into account accentological norms, intonation, tempo and syntagmatic stress [5].

Another difficult problem in the study of Russian as a foreign language is the assimilation of grammatical laws and rules. The Russian language is an inflectional language, that is, in the expression of grammatical meanings, inflection with the help of inflections dominates. Here, special attention should be paid to declension (changing a word according to the grammatical categories of gender, number and case).

Particular difficulties for foreign students are caused by the system of cases of the Russian language. According to the methodologist for RCL Vlasova NS, the consistent introduction of grammar depends on the frequency of the use of certain grammatical forms in the language. In this case, the sequence of introduction and study of cases is



dictated by which of the case meanings are found in the language more often. Foreigners are encouraged to study a model with a subject expressed in one or another case of a noun or personal pronoun: Here is the table, here it is. Where is the book? She is there. After that, it is advisable to first introduce intransitive verbs in -at (play, have lunch, etc.), then adjectives are given to express attributive relations, since possessive pronouns (mine, mine, mine, yours ...) have already been mastered on the models. After studying the model with the nominative case of the noun (in the meaning of the subject) and personal pronouns, the model with the prepositional case (in the meaning of the place - where?) is introduced, indicating the location of the subject: Book on the table. The task in the book. This corresponds to the frequency of use of the prepositional case in this very meaning. An introduction to the study of verbs in a construction is determined by which of the case meanings is being studied at this stage [2].

For foreigners, the syntax is a great difficulty in studying the Russian language, since there is no strictly assigned place in the sentence for one or another of its members. Such an order of words in Russian is called free or not fixed, therefore the words in the sentence can be in different order. However, the arrangement of words in a sentence depends on the purpose of the statement, its communicative component [4]. Therefore, it is important to teach foreign students to draw up a sentence so that it fully corresponds to the communicative goal, and also so that the meaning and logic of what is said does not change.

Difficulties for foreign students may also arise when studying the vocabulary of the Russian language. These problems are most often associated with the phenomena of homonymy or ambiguity. So, the greatest problem is represented by homonyms (words that are different in meaning, but the same in sound and spelling; for example, braid - "type of hairstyle", "agricultural tool", "cape, sandbank"), homoforms (the coincidence of sound and spelling of one or several forms of words; for example, dear - a masculine adjective and dear - genitive, dative, prepositional cases of a feminine adjective), homographs (the same spelling, but different pronunciation of words; for example, castle and lock), homophones (the same pronunciation, but different spelling of words and phrases, for example, "eye" and "voice") [3].

The lexical diversity of the Russian language is presented in thematic groups, for example: "Family", "City", "Weather", "Time", "Parts of the body", "Professions", etc. [1]. 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 the study of 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 the finished text according to the following plan: translation of the Russian text into the native language - retelling of the same text in Russian. It is important to take into account that such work can be effective if foreigners have the necessary vocabulary of Russian words. You can also organize the execution of such tasks with the help of leading questions in the text.

In order to ensure that foreign students are more interested in learning the Russian language, it is necessary to use educational materials containing the following information: information about the language, history, culture, lifestyle, traditions of Russia, as well as information related to the professional field of students and their interests.

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 personality must contribute to the best conduct of the classes. In the modern methodology of Russian as a foreign language, there is an opinion that the basis of teaching Russian as a foreign language is the scheme of the relationship "teacher - student - teaching means", which is defined as pedagogical communication, implies a partnership between a foreign student and a teacher.

A teacher of Russian as a foreign language should not only support the student in solving educational problems, but also help him better adapt to a foreign culture, understand and accept new social principles for him. An RFL teacher should be an open and friendly person, capable of positively influencing the learners and motivating them.

Foreign students especially note the behavior of the teacher in his professional pedagogical sphere, namely in the classroom, during which he most vividly reveals his creative individuality. Educational work with students and extracurricular communication with them are of great importance in the development of the Russian language by foreigners. Conducting non-traditional activities (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 barriers to communication, which is a particular difficulty in the learning process. However, with a detailed study of the similarities and differences of cultures, this problem becomes quite solvable. When organizing the educational process, the teacher must take into account the probable difficulties of assimilating





the educational material by foreigners and pay special attention to each problem so that foreign students can fully use the acquired material in the communicative sphere.

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