



## THE ISSUES OF THE TEACHING THE RUSSIAN LANGUAGE TO UZBEK STUDENTS IN THE UNIVERSITY

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### Abstract

Each country has its own unique methodology for teaching foreign language, which has developed over years of practice. It takes into account many factors that can affect language learning, such as the geopolitical position of the country, the characteristics of the learning conditions, the national mentality, the proximity of the Russian language to the native language and the practical value of the language being studied.

**Keywords:** Speech activity, language proficiency, connections, analogies, anticipation, addition, well-known words, idiomatic expressions, constructions, unfamiliar material.

### Introduction

The theory of teaching the Russian language in the historical aspect represents a change of extremes, even where one could seem to say that the subsequent method continues the development of the previous one. The authors of various schools and methods often limited themselves to one or two works, not devoid of interest, in which, however, a lot was postulated, but nothing was proven. The history of teaching foreign languages indicates that most often the subject of discussion was two objects of methodological theory - grammar and the native language of the students [1]. Like any discipline, the methodology of teaching the Russian language has a very complex and ambiguously interpreted conceptual apparatus. A study of past works shows that many factors contribute to the emergence of a new concept of teaching, including: the social order of the state, economic conditions, research in the field of learning theory and related sciences, teacher training, the number of teaching hours, etc. Attempts to revive the methods of the past without taking into account all These conditions have always been unsuccessful, as evidenced by both foreign and domestic publications [2]. Methods of various authors approach problems from different points of view, sometimes converging on specific issues, sometimes completely diverging. The choice of one method or another depends on the teaching institution: public educational institutions usually teach within the framework of educational programs approved by the state, while private institutions have complete freedom to choose one of the





following methods. An analysis of methods is carried out for each institution separately in order to understand which method will be most appropriate in working with students. One way or another, all the theories and methods presented are tested in practice, effective and fully justified.

### **Mixed methods of teaching the Russian language**

Grammar-translation and direct methods existed for some time as two antipodes [3]. Subsequently, the most interesting aspects of both methods were combined in one concept. The mixed method is not based on any original system of methodological principles. Depending on which positions prevail in them, they can be classified either as modified transfer methods or modified direct methods.

Teaching foreign languages, according to P. Hagboldt, can serve practical and general educational purposes. This choice depends on certain object conditions and, in particular, on the duration of the training course. At the same time, he recalls the failure of the direct method, designed for 6-9 years of study, Russian conditions, when they tried to apply it in courses lasting up to 1-2 years [4]. At the same time, one practical goal could be achieved in the conditions of an intensive short-term course. By such a practical goal, P. Hagboldt meant the ability to express one's thoughts orally and in writing on everyday topics and understand simple Russian language speech built on simple grammatical forms, the ability to freely read simple text, and also understand more difficult artistic or scientific texts with the help of a dictionary. If, in addition to this, any of the students in the group have other aspirations, then they can only be achieved through additional independent work. P. Hagboldt does not consider either the subject matter or the content of the text, but analyzes only linguistic material - sounds, words, idiomatic phrases, grammar [4].

Sounds, in his opinion, are the main and necessary element of normal speech. The correct perception of sound and the ability to pronounce it freely and fairly correctly are fundamental when learning a language, regardless of the goal [5]. P. Hagboldt divides the dictionary into passive and active. As for grammar, according to P. Hagboldt, it is difficult to find a middle ground between overestimating and underestimating its meaning. In a short course of study, the volume of grammar should be limited to the most important and then frequently occurring forms. However, going through them too superficially leads to insufficient understanding of the printed text.

Emphasizing the role of grammar, P. Hagboldt pointed first of all to its function of identifying a certain pattern in a huge number of linguistic forms, which without studying grammar seem to be "a chaos of confused linguistic phenomena" [6].





A method, according to P. Hagboldt, is a set of techniques aimed at achieving a specific goal over a planned period of time in the presence of certain teaching aids, taking into account the age and general development of students, as well as university and society. In his theoretical works, P. Hagboldt formulates methodological and psychological principles of teaching and pays great attention to their justification.

He lists the following methodological principles [7]:

1. The relationship between various types of speech activity and the transfer of skills from one type of speech activity to another;
2. The difference between receptive and productive language proficiency;
3. Use of associative connections and analogies;
4. Use of translation as one of the means of teaching;
5. The role of anticipation and addition.

Various types of speech activity are closely related to each other and constantly interact.

Concepts in a foreign language, noted P. Hagboldt, are inextricably linked with the words of the native language. You can deny or ignore indirect associative connections, but they cannot be avoided at the initial stage of learning [8].

In all his theoretical works, P. Hagboldt analyzed in detail the role and place of translation as a necessary means of teaching, while considering its advantages and disadvantages. The methodologist included interest and desire to master the subject, attention and interaction of different types of memory as the main psychological principles.

P. Hagboldt considers interest to be the main driving force that guides any activity, including speech, since it promotes concentration, the sharpness of impressions ensures repetition and richness of association. Attention - the ability to retain and recall material in memory - depends, as P. Hagboldt [9] pointed out, on two mental processes: imprinting, in which directed attention takes part, and constant reproduction, which becomes possible thanks to the existing wealth of associations. Emphasizing the close connection between induction and deduction, the methodologist views them as two sides of the same process. He noted the difficulties that arise in the process from use at various stages of learning, and the need to create associations - "the greatest ability of the mind to retain knowledge acquired by attention" [10].

A person who has a strongly and one-sidedly developed visual memory acquires language slowly and has poor pronunciation, although he remembers formal grammar relatively easily and quickly copes with translation. Oral language acquisition presupposes the presence of a well-developed auditory memory. A student endowed





with this type of memory easily learns words and phrases introduced orally, writes essays well, but remembers grammatical forms less well, since he relies more on intuition than on exact knowledge, translates poorly into the Russian language and makes many spelling errors.

It is easiest for a person with a strongly and one-sidedly developed motor memory to think in images acquired as a result of motor activity, since sound and visual analyzers are not of significant importance for him. This type of memory is the most unfavorable for learning the Russian language [11].

The most effective and at the same time, as a rule, the most widespread is, noted P. Hagboldt, a mixed type of memory in which images obtained through auditory, motor and visual perception are assimilated. A classroom teaching method should therefore focus on different types of memory, since students who have one type of memory will be able to additionally assimilate the material “through the analyzer that is better developed for them” [12].

Depending on the stage of learning, oral speech may have different levels of complexity. At the initial stage, it is, according to P. Hagboldt, only oral reproduction based on imitation.

For learning to speak, the following are recommended: oral reproduction (individually and in chorus) of speech samples following the teacher or reading aloud, memorizing well-rehearsed and previously explained material, using synonyms, antonyms and paraphrases as preparation for free reproduction (retelling), answering questions on content of the text, retelling of material previously prepared in class or at home, retelling of an essay corrected by the teacher.

P. Hagboldt believed that writing can seem like slow speech. Pronounced silently, as we write from the dictation of our inner voice. However, upon closer examination, it turns out that there are certain differences between writing and oral speech (if we exclude the initial stage of education, where these differences are small). At the beginning of language learning, speaking is more difficult for students because it is spontaneous, while when writing there is an opportunity to pre-think what needs to be written [7].

P. Hagboldt recommended clearly distinguishing between writing as a means of memorizing and preserving material in memory and writing as the process and result of expressing one's own thoughts. This distinction is important because it allows you to determine the end from the means and arrange writing tasks according to the degree of increasing difficulty. To teach writing, the following types of work are proposed: composing questions for the text of a textbook or reading book; various dictations built on well-known words, idiomatic expressions and constructions, with





slightly modified and complicated text on completely unfamiliar material; writing down a poem or passage of prose learned by heart and then comparing it with the printed text; non-translation exercises (changing the form of a word or sentence, completing sentences, filling in gaps, etc.); composing sentences using certain grammatical structures; translation from the native language into the Russian language of material previously studied orally; free presentation of the teacher's text or story; essays; special questions related to grammar.

In courses whose ultimate goal is to acquire reading skills, written exercises serve as a means of memorizing words and grammatical forms.

P. Hagboldt clearly distinguished between two types of reading - intensive and extensive [6].

Intensive reading was defined as slow reading with an accurate and thorough analysis of linguistic phenomena (a special case) or the content of what was read. In extensive reading, attention was paid mainly to the content, although its perception may be more general and less precise. At the same time, P. Hagboldt believed that none of the types of reading can give good results if they are not carried out in parallel. Understanding during intensive and extensive reading depends on language difficulties (the simplicity and complexity of the author's language, the number of unfamiliar words, grammatical structures and realities), as well as on knowledge of what is being discussed; from the ability to quickly grasp what you read; on the level of development of reading in the native language and the ability to transfer this skill from the native language to the Russian language. Language difficulties are greatly reduced if the student knows how to use guesswork.

Thus, the methodology is based on the following provisions of Russian descriptive linguistics:

- The idea of language as a multi-level system, on the basis of which it is possible to identify basic language models that form the basis of educational materials;
- Highlighting the rules for the transformation of sentences and the rules for constructing according to the model of the immediate components that formed the basis of the exercises;
- Recognition of the important role of comparative study of the system of various languages for practical purposes in the selection and organization of educational materials.



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