



METHODS OF TEACHING RUSSIAN LANGUAGE AS A FOREIGN LANGUAGE AND PROSPECTS FOR ITS DEVELOPMENT

Sirajitdinova Nargiza Usmanalieвна

Senior Lecturer of the Department of Uzbek Language and Literature,
Tashkent State Technical University Named After Islam Karimov

Abstract

The methodology for teaching Russian as a foreign language is so important and knowledge of it is necessary for every Russian language teacher who strives to ensure that his classes are effective and motivate students to want to learn Russian.

Keywords: Culturological methodology, teaching Russian as a foreign language, Audiovisual and audiolingual methods, grammar-translation method.

Introduction

Many scientists believe that the emergence of certain methods of teaching foreign languages is influenced by technical and informational achievements, the development and interaction of the methodology with such sciences as psychology, psycholinguistics and pedagogy. Scientists are constantly looking for such methods or one universal method that could satisfy the needs of all foreign languages.

However, as life shows, there are no universal methods, since the needs in society change under the influence of information technologies and technical innovations, the goals of teaching and learning both foreign and Russian languages change. For this reason, if some methods have exhausted themselves, others, new ones, come in their place, and then new methods seem untenable, and the methodists either create new ones, or return to old methods, modifying them for new conditions of time.

If earlier teachers told students studying Russian that they could go to Russia or talk with native speakers in order to motivate students to learn Russian, now the student's participation in a theater performance in Russian or participation in a Russian song festival is capable of show the practical application of Russian as a foreign language here, and now he does not have to wait until he has an opportunity to meet a native speaker or go to Russia. In this regard, texts on cultural studies, etiquette behavior in different situations of communication, as well as knowledge of the traditions and customs of Russia are in great demand. The cultural study methodology is aimed at the formation of a communicative multilingual personality who owns the principles of assessment, characteristic of different cultures, who come into pedagogical contact in





the process of teaching a subject, in our case, Russian as a foreign language (Mitrofanova 2006: 188).

Consequently, the culturological methodology can be universal for other foreign languages studied at school, since the culture of each studied foreign language is presented in textbooks and teaching aids and is interesting to students. Of course, it is necessary to make methodological developments for each language, taking into account the peculiarities of language and culture. The cultural study methodology is good in that it allows the teacher to combine different methods and different forms of work in the process of teaching a foreign language. Here, the grammartranslation method can be used when describing or translating information about the area or the biography of a great composer or artist.

Audiovisual and audiolingual methods can be used when listening to the melodies or songs of the composer, the communicative method - in dialogues and scenes, games and role-playing situations. In the process of teaching foreign languages at school, it is necessary to acquaint teachers of the Russian language with the methods of teaching Western languages, because students compare the methods of teaching lessons in both languages, and very often the lessons of the Russian language may seem boring and uninteresting to them in comparison with the lesson of English or French; therefore, now we need to pay great attention to improving the qualifications of teachers of the Russian language, acquainting them with the methods of Western languages, with teaching technologies, so as not only to transfer modern teaching methods and technologies to teaching Russian as a foreign language, but to take those innovations from other methods that will be acceptable in teaching the Russian language and will not differ sharply from the methods of Western languages, but on the contrary, the methods and technologies used will be of interest to students, will complement the methods of teaching Western languages already known to them, will make it possible to independently compare not only languages and cultures, but also teaching methods ...

An example is modern teaching technologies, which are not only fashionable now, but are also such a consolidating tool that unites methods of teaching Russian as a foreign language and other foreign languages. After all, the method of projects or teaching in cooperation, distance learning or interactive teaching methods - all of them are currently manifested and work in the lessons and classes of foreign languages. Of course, teachers must take into account the specifics of teaching each foreign language in comparison with the native language of students, but the forms of conducting classes, technologies can be similar and familiar to students, which makes it possible for the teacher not to waste time explaining the work in one way or another.





It is the flexible combination of different methods of teaching foreign languages and Russian as a foreign based on the culturological aspect, used by the teacher in the classroom, together with a variety of teaching technologies, that will help motivate students and become effective in mastering foreign languages in the future. Skillful combination of classroom and extracurricular work in teaching Russian language and culture during a lesson with work in Russian language circles after lessons, participation of schoolchildren in events, competitions, festivals related to the target language and organized by various institutions and organizations, systematic professional development of Russian language teachers together with teachers and teachers of other foreign languages, will be of great benefit not only in the field of effective teaching of RFL and other languages, but also in the field of cooperation between teachers of different foreign languages, in the exchange of methods, technologies, experience, views on certain problems that arise in the process of teaching foreign languages.

We talk all the time about learning in cooperation, we apply this method in the process of teaching a language in the classroom, but we forget about cooperation between teachers of different foreign languages, different subjects, we do not exchange our observations, ideas, do not go to each other's classes, do not talk about what we do, and what we would like to do better and how. No methods, the most modern, the most seemingly proven and effective, will help us, teachers of Russian and other foreign languages, in teaching foreign languages, if we do not cooperate first of all with each other, if we do not conduct joint seminars and forums, if the methods and technologies that we use in the classroom will more likely separate our students than unite, and will not create a single "image of the world" for them.

We, teachers, should strive to ensure that our students want to learn as many languages and cultures as possible, so that they can see through the example of cooperation between teachers of different languages the opportunity to effectively master not one, but two, three or more languages studied at school. If we want to live in a world united by globalization and the Internet, we must not only cooperate with each other, but also teach this cooperation to our students. Cooperation on the basis of languages and cultures will be the best and most effective method of teaching Russian as a foreign language and other foreign languages.

References

1. Leontiev, A.A. (ed.) (1988) Technique. Moscow: Russian language.
2. Mirolubov, A.A. (ed.) (2010) Methods of teaching foreign languages: traditions and modernity. Obninsk: Title.





3. Mitrofanova, O.D. (2006) Traditional and new in the methodology of teaching Russian as a foreign language In: A. N. Shchukin (ed.-comp.) Language and culture in a philological university. Actual problems of study and teaching: Collection of scientific papers. Moscow: GIRYA them. A. S. Pushkin; Filomatis.
4. Żylińska, M. (2007) Postkomunikatywna dydaktyka języków obcych w dobie technologii informacyjnych. Teoria i praktyka. Warszawa: Fraszka Edukacyj

