

THE PECULIARITIES OF MODERN METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT

This article is about the peculiarities of modern methods of teaching Russian as a foreign language. While reading this article you will be able to get acquainted with general facts about the theme, historical data, information about modern methods and main problems in teaching process. In addition to this, the writer highlighted the important points according to the learning Russian language and talking freely on it.

Keywords: global promotion, dynamically, geopolitical, semiotics, the communicative-cognitive, reconsidered, multifunctional, graphical-symbolic analysis.

INTRODUCTION

The study of the Russian language in the territory of Russia, its popularization in neighboring countries and global promotion become strategically important areas of the state's international policy. The philological discipline entitled "Russian as a foreign language" is a dynamically developing direction of Russian science. The Russian language is not only a "translator" of cultural values, but it is also an integral part of the global civilization. Recently, Russian as a foreign language has drawn much attention and become the subject of active discussion and research, which highlights the need to form the most effective methods of its mastering.

Modern Russian studies should create experimental and alternative educational programs, search for new teaching technologies, combine national and ethnocultural education systems into the global educational space. In this regard, the methodology of teaching Russian as a foreign language should correspond to the current geopolitical, global and socio-linguistic situation, as well as to new linguistic processes taking place in the Russian language. Therefore, there is a need for principally new approaches to teaching Russian as a foreign language. We believe that teaching Russian as a foreign language "should comply with the principles of brain functions". Since the foreign students participating in this experiment are residents of the Asia-Pacific region, it is necessary to consider their learning abilities, specific perception and understanding of educational materials.

On the practical side, some scientists rightly believe that the most promising way of teaching foreign students the Russian language is to replace "the traditional methods with the ethnic ones". However, this teaching method has its own specifics. In the age of developed information technologies, semiotics is again regarded as the study of signs. Modern scholars notice that "semiotics helps understand not only different cultures, but also their aesthetic universals and psychological constants of humankind". Semiotics has both theoretical and practical significance. It plays an important role in understanding the communicative-cognitive evolution of any given culture. Foundations of semiotics as a science were laid back in antiquity: from Aristotle who considered "words as signs of thoughts" to A.F. Losev who acknowledged

that "any symbol is an unfolded sign". The Tartu-Moscow Semiotic School founded by Y.M. Lotman played an important role in the development of the Russian semiotics since this researcher formulated sign-symbol philosophy. His theoretical notions mostly apply to the semiotics of text. Scholars from different countries and epochs found many similarities between the sign and the symbol: "The sign expresses some meaning, while the symbol fully reveals it". Nowadays this problem is reconsidered. Given the multifunctional nature of semiotics, some scholars view it as a "method of deciphering signs", thereby they create a new direction of this "study of signs". The problem under study cannot be solved without the latest educational technologies, including the effective method of teaching foreign students the Russian language using literary fiction and graphical-symbolic analysis. Literature has certain advantages for studying national perception and world transformation. It is built on the principle of the global intertext that allows experiencing and reading the literary tradition of previous epochs in different ways. This method has demonstrated its effectiveness due to its close connection with history, philosophy, culture and literature.

The practice of teaching Russian as a foreign language has a long history and has Proprietary Methodology of Teaching Russian as a Foreign Language 2342 been formed by Russian scholars (E.I. Motina, O.D. Mitrofanova, S.A. Khavronina, E.M. Vereshchagin, V.G. Kostomarov, E.I. Passov, I.P. Lysakova, A.N. Shchukin, V.G. Moskovkin, etc.) and foreign researchers (Wierzbicka, 2003; Stryker, Leaver, 1997; Thomas, Clift, Sugimoto, 1996) who investigated this problem at different times and in various aspects. To teach foreign students the Russian language effectively, it is necessary to introduce the innovative graphical-symbolic analysis of a fictional work into the learning process, which not only enriches a student's vocabulary and develops their coherent oral speech, but also supports intellectual and emotional activity and arouses great interest in Russian as a source of knowledge about the Russian history, national traditions and customs reflected in the literature.

This proprietary methodology can be used to teach foreign students the Russian language regardless of their level of knowledge, but a teacher should consider the above-mentioned level to properly use the methodology. The new methodology takes into account the specific way of thinking common to foreigners. Their right-brain thinking is based on associative links and figurative comparisons; easily perceives drawings, signs and symbols. Scholars emphasize that "... any person has one more world image – a symbolic world representing the surrounding world in literary texts. It is clear that foreigners cannot read the authentic Russian literature, and even reading these texts in their native language causes many difficulties.

The use of texts is explained by the desire to introduce foreigners to Russian history, traditions and customs through fiction and thereby heighten their interest in the Russian language. The graphical-symbolic analysis of a fictional work in the system of teaching Russian as a foreign language has proved to be effective. This methodology contributes to a better understanding of the Russian language, enriches the vocabulary of foreign students, and helps them learn more about the Russian history, culture, national traditions and customs reflected in literary works. The traditional methodology of teaching foreign students the Russian language "from square one" takes many months, while the proposed technology of teaching Russian through the graphical-symbolic analysis of a fictional work requires from three to four months. As a result,

foreign students begin to speak well, which motivates them to achieve new levels of language knowledge.

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