

MODERN APPROACHES TO THE METHOD OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT

The article describes new areas of teaching Russian as a foreign language, which are reflected in the new generation of textbooks, teaching aids, tests, as well as in multimedia courses and video materials created at the Center for International Education of Moscow State University. M.V. Lomonosov in recent years.

Keywords: Russian as a foreign language teaching method, natural communication, language personality.

INTRODUCTION

The current socio-political situation has required a change in the paradigm of education associated with a change in the role and place of the student in the educational process. Thanks to these shifted emphasis in the educational process, the student is more actively involved in obtaining and interpreting new knowledge, in correcting, expanding and deepening his knowledge and ideas about the world around him, along with the comprehension of a new language and a new linguistic picture of the world.

Changing the linguo-cognitive space of students, their motivations, goals, interests, intentional needs in the process of communicative and cognitive activity - all this refers to those factors that should be reflected in modern textbooks and teaching aids, as well as in a new system for monitoring the formation of skills and abilities in standards and tests. One of the main requirements of modern linguodidactics, dictated by the demands of the modern pragmatic-dynamic society, is the ability to use theoretical knowledge in practice, i.e. it is necessary to be in line with the practical orientation from the very beginning of training.

In 2010, a new "Linguistic Didactic Program on Russian as a Foreign Language" was released. Elementary, basic, first certification levels" (M.: Izd-vo RUDN University, 2010), created by a team of teachers from the leading departments of Russian as a foreign language in Russian universities: MADI, Moscow State University. M.V. Lomonosov, Peoples' Friendship University of Russia and St. Petersburg State Technical University, and new Requirements ("Requirements for Russian as a foreign language. I certification level. General knowledge. Professional module." - St. Petersburg: Zlatoust, 2011), conceptually different from the previous ones. They include the language of the specialty of both the natural sciences and the humanities as a component of practical orientation for teaching a certain contingent of students and the corresponding lexical minimums. The second type of program, addressed to students, is implemented in the "Program in Russian as a foreign language, I certification level, general knowledge" (St. Petersburg: Zlatoust, 2009, 4th ed.).

Common and equally significant for both programs is the description of cognitive-communicative competence and linguistic means of its implementation. The programs form and

substantiate a certain level of communicative competence in Russian as a foreign language, which includes a description of the areas of communication, situations and topics, types of speech activity, requirements for the formation of speech skills and abilities, communicative tasks.

Thus, the dynamism of the modern educational process requires constant adjustment and updating of normative materials for various levels of teaching the Russian language. Of course, the first level of language proficiency deserves special attention, since mastering this level makes it possible to get an education in Russia. In addition, having mastered the first level of language proficiency, students should be ready for natural communication, which is provided for by the requirements of this level. A purposeful and clearly defined description of the content of training in the above materials is a reasonable basis for creating a set of new generation teaching aids.

A textbook that takes into account these new trends is a link between the student, the student, and the teacher, the teacher, it defines the role and tasks of the student in mastering the material of the textbook and the role, place and goals of the teacher, his goal is the formation of a new linguo-cognitive space and the ability to solve their problems by means of the target language.

When creating a new generation textbook on Russian as a foreign language at the Center for International Education of Moscow State University. M.V. Lomonosov, the following fundamental provisions were taken into account.

1. Communication-oriented teaching of a foreign language is based on a hypothetical model of a foreigner's speech behavior in given situations; a set of these situations and their speech design are presented in the linguodidactic description of each level and the requirements for the level of Russian language proficiency in the main types of speech activity.
2. In the presentation and assimilation of new material, the textbook uses the latest research in the field of linguistic thought in the second half of the 20th and early 21st centuries, which are associated with the emergence of new trends in linguistics: cognitive linguistics, communicative, pragmatic, functional, etc. The textbook actively the data of new and developing trends in linguistics related to the study of the Russian language are used. These include integral grammar (headed by Yu.D. Apresyan), functional grammar (A.V. Bondarko), as well as active grammar based on associative-verbal connections. All this makes it possible to present the complex system of the Russian language to foreign students in a new way.
3. In organizing the assimilation of the material in the textbook, data from a new direction in psychology, cognitive psychology, is actively used, associated with the perception, processing or interpretation, storage and reproduction of information. The data of cognitive psychology are the rationale for a more diverse, deep and interesting presentation of the material, enabling students with different cognitive styles to better assimilate it and adequately build their system of functional and semantic guidelines in the generation, perception and understanding of speech.
4. In creating exercises for mastering and consolidating the material, a change in attitude towards the student as an active subject of learning, being in partnership with the teacher, was taken into account, which makes it possible to activate the activity of the student, to make this

activity more purposeful, effective, with a wider inclusion of the emotionally evaluative factor to make learning a language enjoyable.

5. Learning a language is considered not only as mastering a certain new code intended for transmitting and receiving information, the process of learning a non-native language is associated with the behavior of a “person in the language”, with his cognitive and communicative activity in this language, with his abilities, capabilities and skills. find a specific behavioral strategy for solving verbal and non-verbal tasks in each situation that arises.

All these basic fundamental provisions are reflected in the materials of the new textbook on the Russian language (the team of authors is the teachers of the Central Moscow State University named after M.V. Lomonosov V.E. Antonova, I.I. Zhaboklitskaya, I.V. Kurlova, M.M. Nakhabina, A.A. Tolstykh).

In the selection and presentation of the content of the textbook, modern theoretically based cognitive-communicative and pragmatic approaches to language learning are implemented, with the main emphasis on the formation of students' activity, on the development of their personal and social responsibility, on understanding the goal and self-assessment of learning outcomes.

The texts of the textbook contain elements of dialogic and monologue speech. This ensures the development of auditory skills, the skills of reproducing monologue statements, building one's own statements and expressing one's attitude to the information received.

The textbook presents a wide range of guidelines that provide a deep study and mastering of the language material (tests, live dialogues, illustrated situations, creative tasks, various schemes and grammar tables). All this contributes to the activation of conscious and unconscious, controlled and uncontrolled processes of language acquisition.

Carefully selected illustrative material of the textbook (drawings, photographs, symbols) allows you to rely not only on logical and associative thinking, but also on the emotional perception of students, which makes the work on the textbook more effective.

The subject matter of the textual material of teaching aids on reading also changes due to the requirements of the time. It seems that the textual content of teaching aids in Russian as a foreign language should be more consistent with the natural video sequence of the language environment. At the initial stage of language learning, grammatical simplicity, the elementary nature of the language model, often turns out to be preferable to its more complex, but, from the point of view of communicativeness, more significant equivalent. The functionality of the model is sacrificed for its grammatical simplicity. As a result, the model remains an artificial grammatical construct that fully complies with language norms, but does not meet the requirements of real communication. The student has to “relearn” at the next stage, discovering that he can speak and understand Russian only in the classroom. This kind of primitivization and simplification occurs both at the grammatical and lexical levels. The gap between educational and natural communication has always existed, but it has never been of such fundamental importance as it is today. It is certainly easier to prepare for understanding classically constructed speech, clichés, than for understanding individual, lively, natural speech. Therefore, one of the serious tasks of domestic linguodidactics and methods of teaching Russian as a foreign language is the task of developing and implementing a new concept of

teaching aids and various courses focused on the use of the living Russian language and reflecting the conditions of natural communication.

To solve this problem, first of all, it is necessary to understand what changes in the language are relevant enough for the relatively early stages of teaching the Russian language, and in the formation of what types of speech activity they must be taken into account. Of course, teaching materials for the development of speech skills are not considered by us as the main ones, since we adhere to the point of view that at the elementary, basic and first levels of proficiency in Russian as a foreign language, it is necessary to teach the language-norm, forming a basic understanding of the Russian language system, which can be implemented in the classical form in the main textbooks of the Russian language, as well as normative materials. At the same time, educational materials for the development of speech skills, as well as the perception of modern speech, should reflect the current state of the Russian language, which a foreign student encounters in everyday life.

The format of the reading manual should be as close as possible to natural speech, even in texts for the initial stage. Thus, the inclusion of a manual as an additional part of the curriculum can help to solve the conceptual problem of the gap between natural and educational communication.

This concept formed the basis of such manuals as "The Casket" (K.B. Baburina, T.D. Brainina, I.I. Zhaboklitskaya, E.G. Kolovska, M.V. Kulgavchuk, I.V. Kurlova, A. .Yu. Petanova, O.E. Chubarova) and "The Casket" (M.N. Barentseva, I.I. Zhaboklitskaya, I.V. Kurlova, A.Yu. Petanova, O.E. Chubarova), published by the publishing house "Russian language. Courses". The authors set themselves the task of bringing the educational text closer to the authentic, believing that the educational text should imitate natural language texts, and not only illustrate the use of certain linguistic phenomena. The desire to offer students texts built according to the laws of natural discourse is due to the fact that, as many years of experience in teaching foreign languages (including Russian as a foreign language) show, successful communication is facilitated primarily by real speech practice. In addition, the text should have such characteristics as meaningfulness, fascination, imagery, emotional richness.

Texts of reading aids "Starting to read in Russian!" [1], "The Adventures of Foreigners in Russia" [2] are written in a language close to living speech (to the extent possible in a manual for the initial stage of education). The textual material of these manuals presupposes an obligatory "exit" into speaking - the most difficult type of speech activity for students. Note that the tendency to limit the purpose of the manual to teaching only one type of speech activity (speaking, writing, reading or listening) does not seem entirely justified: all types of speech activity are interconnected and teaching them should be accordingly interconnected.

Emotionality is of great importance in this type of texts. As you know, the impact on the emotional sphere of students plays a special role in the educational process. Such an impact provides concentration of attention and increases the efficiency of perception of educational material. Therefore, the text should be boring, interesting, filled with positive emotions and humor. The text may have an intriguing beginning, an unpredictable continuation and an unexpected ending, but it should not be a boring story about the facts of someone's biography or just a story about a museum, painting, city, etc. The following components of the text contribute to the creation of interest: "recognizability" of the situations on which the text

material is built; the relevance of the content of texts for a specific contingent of students (for example, the inclusion in the text of information that students need in everyday life); elements of provocation that are most conducive to the development of speaking skills; taking into account the cultural discourse of students; an unexpected ending to the story, and, of course, humor. All of these factors, in addition to the actual methodological messages, contribute to the creation of a positive emotional background in the lesson. Thus, the educational texts of today are fundamentally different from the classical texts of twenty years ago.

In line with the new concept of “Live Speech Teaching”, the course “Time to Speak Russian” was completed (V.A. Stepanenko, A.Yu. Petanova, Yu.A. Kovalenko, etc.), the training program of which was built as a serial animated film. Parts of the course are united by a single entertaining plot and through characters. Each part of the film, consisting of several dialogue scenes, forms a modular lesson. Live speech sounds natural thanks to the animated presentation of the plot.

We make every effort to ensure that the educational process becomes as attractive and interesting as possible. We hope that our work will be useful to those who teach Russian or study it.

LITERATURE

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