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Research Article

METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT

The article is an analysis of current areas of methodological research in the field of methods of teaching Russian as a foreign language.

KEYWORDS

linguodidactics, linguocultural adaptation, teaching Russian as a foreign language, communicative competence, testing, linguodidactic potential of computer tools.

INTRODUCTION

The methodology of teaching Russian as a foreign language, like any independent discipline, has its own conceptual apparatus. The basic concepts that form the foundation of the methodology include: goals, objectives, content, principles, methods, techniques, means and organizational forms of training. The listed components are closely related to each other. The dominant role in the system belongs to learning goals. Goals are understood as the expected results of the joint

activities of the teacher and students. Goals influence the choice of content, principles, forms, methods and means of teaching. Usually there are three main goals: practical, general education and educational. The general educational goal is to develop in foreign students: regional knowledge about the geography, history, and culture of the country; knowledge of the Russian language in comparison with the native one (learn a new system of concepts); general educational skills

(work with a book and a dictionary, express your thoughts in written and oral form), etc. The practical (communicative) goal is to develop communicative competence in foreign students, the ability to communicate in Russian. The communicative goal is the formation and development of speech skills, the ability to communicate using linguistic means. In the context of Russian as a foreign language, much attention is paid to the formation of non-verbal communication skills, or the ability to use non-verbal means of communication (gestures, facial expressions). The educational goal is to develop in students: a positive attitude towards Russia, its history and culture; motives for learning the Russian language; views, beliefs, norms of behavior, value orientations. The content of teaching Russian as a foreign language is the educational material that needs to be mastered or that needs to be mastered in order to achieve learning goals. The basis of the content of teaching Russian as a foreign language is speech skills and abilities.

It is customary to distinguish the following components of the content of language teaching: 1) teaching material (language, speech), 2) knowledge, 3) abilities and skills, 4) topics, 5) communication situations, 6) texts. Practical knowledge of a language presupposes the assimilation of a certain amount of language material (phonetic, lexical, grammatical). Speech material is presented in the teaching content by speech samples (standard phrases), topics and situations of communication, and texts. To operate with speech material, it is necessary to

know the rules of its formation and use in the process of communication. In textbooks, the content of knowledge is presented in the form of rules and instructions, which depend on the purpose of learning and are determined primarily by their practical necessity. The ultimate goal of language acquisition is the formation of speech skills and abilities based on acquired knowledge. Speech skill is an automated component of consciously performed activity.

It is customary to distinguish speech skills - phonetic, lexical, grammatical and motor, which provide the technical side of writing and pronouncing sounds. One of the basic categories of any methodology is the principle of learning.

The principles that should be followed in teaching Russian as a foreign language represent a system of general didactic, linguistic and methodological components.

General didactic principles reflect the basic principles of the theory of education and training developed in didactics. Let us focus on the leading principles of teaching foreigners. The scientific principle presupposes that the academic subject "Russian as a Foreign Language" corresponds to reliable linguistic information about the Russian language and the peculiarities of its functioning in different situations of verbal communication. In order to ensure accessibility, systematicity and consistency, traditional didactics involves teaching and mastering knowledge in a certain order and requires a logical structure of both the content and the learning process. When presenting educational material and organizing

educational activities, it is recommended to go from simple to complex, from easy to difficult, from known to unknown, from concrete to abstract, from facts to generalizations, etc. This is relevant for foreign audiences studying Russian. One of the most important provisions underlying the organization of any learning process is the principle of visibility. Ya.A. Komensky called clarity the “golden rule” of didactics. The use of visualization makes it possible to ensure the effectiveness of teaching Russian to foreigners. In Russian as a foreign language classes, various types of visual aids are used: visual (paintings, photographs, drawings); sound visual arts (films, videos, television programs); sound (audio recordings); graphic (tables, diagrams); verbal (figurative verbal descriptions of events, facts, actions). The principle of consciousness and activity of students is one of the main principles of the modern didactic system, according to which learning is effective when students show cognitive activity and are subjects of activity. Activity and consciousness in teaching Russian as a foreign language can be achieved if you rely on the interests of students, use teaching methods such as didactic games, discussions, stimulate collective forms of work, interaction of foreign speakers in the learning process, for example, through the organization of dialogues.

Compliance with the principle of activity is closely related to the principle of the strength of learning outcomes. Strength of assimilation is achieved through a vivid presentation of the material, intensive training of the material immediately after familiarization and later, through

independent creative use of the material. Teaching the Russian language is unthinkable without taking into account the linguistic principles of Russian as a foreign language, which are based on linguistic data.

The principle of systematicity considers the Russian language as a systemic formation, consisting of interconnected elements of different levels, united into a single whole. The principle of concentricism provides for such a nature of selection and introduction of lexical and grammatical material, which ensures repeated access to already studied material with its gradual deepening and expansion. The principle of language minimization is the selection of language and speech means for classes. The principle of functionality is that language material in classes is introduced taking into account the content of the statement.

In the practical course, this principle finds expression in the consideration of the form and meaning of a grammatical phenomenon in their unity. The principle of stylistic differentiation means the importance of taking into account in the learning process the linguistic and speech features characteristic of different speech styles. This is especially true when training future Russian language specialists. The choice of texts of a certain stylistic orientation, the volume, and depth of its elaboration depend on the purpose and duration of their training.

The features of teaching Russian as a foreign language reflect the actual methodological principles. Taking into account the practical goal

of teaching the Russian language - to teach it as a means of communication - the leading methodological principle should be called the principle of communicative orientation. This means that students must always be involved in oral (listening, speaking) and written (reading, writing) communication. In accordance with the guiding principle, training should be organized in situations that are natural for communication or as close as possible to them.

Following the principle of communicativeness presupposes such an orientation of classes in which mastery of language as a means of communication and speech activity (that is, the goal of learning and the means to achieve the goal) act in close interaction. This involves solving specific communication problems in the classroom to include students in communication in Russian.

The principle of oral advance (or oral basis of teaching) presupposes: a) oral introduction and consolidation of educational material; b) the presence of speech practice, occurring orally on the basis of topics and communication situations selected for classes.

In the modern methodology of Russian as a foreign language, the interaction of oral and written communications during classes is recommended, which does not exclude the presence of oral advance at the stage of introducing the material and its primary consolidation and activation. The most rational sequence for teaching types of speech activity is: from oral speech to written speech, from passive

forms of language proficiency (reading, listening) to active forms (speaking, writing). The principle of interconnected teaching of types of speech activity involves teaching language with the simultaneous formation of four types of speech activity: listening, speaking, reading, writing.

Important methodological principles of Russian as a foreign language include the principle of differentiated and integrated teaching. Its essence boils down to the following. On the one hand, each type of speech activity is characterized by its own "set" of actions and even its own lexical and grammatical design. On the other hand, integration takes place when working on language material, when teaching pronunciation, words, and grammar is carried out on a speech unit: word, phrase, sentence, superphrasal unity. The principle of integration is that, no matter what aspect of the language we teach, at the same time we use other aspects and develop other skills. The principle of professional orientation of training (taking into account the specialty of students) also seems important when teaching Russian as a foreign language. In classes with philology students, this principle should be reflected in the selection of educational material, in particular, topics and communication situations, reading texts, and assignments focused on the specialty. This principle is also implemented with the help of specially prepared programs for the language being studied, focused on the language of the specialty as a set of means by which the communicative needs of students in the chosen field of communication are realized

(for example, “Russian language for international trade”, “Russian language in the field of tourism”).

The principle of situational-thematic organization of training presupposes such organization and conduct of classes in which the introduction and consolidation of educational material is carried out using topics and communication situations that reflect the content of the sphere of communication chosen for classes. The principle of the dominant role of exercises at all stages and levels of proficiency in Russian as a foreign language suggests that any explanation of new language material must be completed with an exercise that would show how the studied phenomenon of the Russian language functions in speech, how it is used to solve current speech problems of students. You cannot end a lesson at the stage of explaining something new, without reinforcing it.

Knowledge of the system of interrelated and interdependent teaching principles will make it possible to organize the process of teaching the Russian language to a foreign audience in accordance with its laws, to reasonably select the content of educational material, to choose forms and methods of teaching that are adequate to the goals, thus achieving the effectiveness of mastering Russian as a foreign language. Another basic category of teaching methodology is method. In modern methods of teaching a non-native language, the term method has two interpretations: didactic and actually methodological.

In a general didactic sense, the concept of method includes methods of interrelated activities of the teacher and students, aimed at achieving the goals of education, upbringing and development of students. For a language teacher, methods are important as sources of acquiring knowledge, developing skills and abilities. These methods include: working with text, a book, a teacher's story, conversation, excursion, exercises, and the use of visual aids in teaching.

Depending on the independence of educational actions performed by students, active and passive methods are distinguished; by the nature of the students' work - oral and written, individual and collective, classroom (classroom) and home. In accordance with the methodological interpretation, a method is a system of views and ideas about how the learning process should be structured. Among the methods as systems, there are: grammatical-translation, direct, conscious-comparative, audiolingual, audiovisual, conscious-practical, cognitive, communicative, suggestopedic, etc. These methods are grouped on different grounds: translated and non-translated (direct); conscious and intuitive, traditional and alternative.

Let us dwell in more detail on the characteristics of individual methods. Direct methods are based on the idea that learning a foreign language should imitate mastering the native language and proceed naturally, without specially organized training. Training should be carried out only in a foreign language; the native language of the students, as well as translation from the native and non-native languages are completely

excluded. Direct methods include: natural, direct, audiovisual, audiolingual. The direct method is a method of teaching oral speech that models the conditions of the natural method of mastering a foreign language (i.e., the method of mastering a foreign language in the process of communicating with its native speakers). This method is similar to how a child masters his native language. A foreign language is acquired by imitation of ready-made models, repeated repetition of what has been heard and reproduction of new material by analogy with what has been learned. According to supporters of the natural method, teaching oral speech should be carried out in the same way as a child learns his native language in life (as it happens in nature). The purpose of training is the development of oral speech.

The main form of work is dialogue. Adherents of the audiolingual method believed that the automatic use of grammatical and phraseological structures of a language can be achieved by repeating them many times in specially prepared educational dialogues. The teacher must correct all errors in order to eliminate them in the future and ensure the correctness of speech. Advantage is given to oral speech over written language.

The following order of mastering types of speech activity is proposed: listening, speaking, reading, writing. The audiovisual (structural-global) method involves the widespread use of audiovisual teaching aids (strip films, slides, films) and technical means (tape recorder, radio, television); global presentation of material: tape recordings of texts and film fragments are not

divided into episodes; grammatical structures are also introduced and trained in their entirety.

Mastering a unit of language is possible only through repeated repetition and memorization. Conscious methods involve students' awareness of linguistic facts and ways of using them in speech activity. This group of methods includes translation-grammatical, conscious-practical, conscious-comparative, and programmed methods. The consciously practical method takes into account the characteristics of the students' native language.

The conscious-comparative method involves students' awareness of the meaning of linguistic phenomena and methods of their application in speech activity, as well as reliance on their native language.

The grammar-translation method of teaching is based on an understanding of language as a system, the goal of teaching is reading literature, and the main unit of teaching is the sentence. Students get acquainted with works in the original language, grammar is studied in context, the native language serves as a means of semantization, analysis, elements of comparison and contrast are used, language teaching at the level of its grammatical structure, the predominance of passive forms of work, great attention to translation.

Combined methods combine features inherent in both direct and conscious teaching methods: speech-oriented learning, intuitiveness combined with conscious language acquisition, parallel

mastery of all types of speech activity, oral advance;

This group includes communicative, active, reproductive and creative methods.

The communicative method ranks first among the most commonly used methods of teaching foreign languages. The essence of this method is that basic language skills are developed simultaneously (speaking and writing, grammar, reading and listening) in the process of live communication. Intensive methods are aimed mainly at mastering oral foreign language speech in a short time and with a significant daily concentration of study hours; they use the psychological reserves of the student's personality, collective forms of work, etc. in teaching.

The concept of technique is closely related to the concept of teaching method. Training is a specific sequence of actions. These actions, performed by the teacher and students, are called teaching techniques in the methodology of teaching a non-native language. The teacher's actions aimed at accomplishing a specific methodological task are called teaching techniques.

For example, a teacher must explain to students the meaning of an unknown Russian word. To solve this problem, he can use various techniques: translate the word into his native language, show the object denoted by this word, use its synonym or antonym, etc. Among the teaching techniques, there are groups of techniques: introducing new material; organizing mastery of the material; monitoring learning results. The student's actions

aimed at completing a specific learning task are called teaching techniques, or learning techniques.

Among the teaching techniques, the following techniques are distinguished: understanding new material (recognizing linguistic guesses); mastering new material – participation in training, speech practice; self-control. In teaching Russian as a foreign language, a special place is occupied by techniques related to the organization of training students in performing speech operations and the organization of speech practice - techniques of using exercises. Exercise is a specially organized performance of individual or sequential operations, or actions, or any activity in order to master them, as well as improve them in educational conditions. There are several classifications of exercises, but most often they divide exercises into communicative (speech) and non-communicative (language).

Communication exercises are aimed at teaching speech activity. Language exercises are aimed, on the one hand, at developing metalinguistic competence in students, and on the other hand, at preparing for speech. Teaching methods can be translated, associated with the use of the students' native language, or non-translated.

Thus, checking the correct understanding of the text can be carried out using questions on its content in Russian or other techniques that do not involve referring to the student's native language, as well as by translating the text or its individual fragments into the native language. The choice of certain techniques is determined by certain

factors, primarily the focus on teaching translated or non-translated language proficiency.

Each method is embodied in a system of teaching aids, with the help of which language teaching is carried out. There are teaching aids: for the teacher - curricula and programs, teaching aids, reference and scientific literature; for students - a textbook, teaching aids and dictionaries; audiovisual – films and videos, slides, audio recordings, tables and diagrams; technical – tape recorder, video recorder, computer, projection equipment. A textbook is the main teaching tool that contains material intended for students to master in various types of speech activity.

Teaching aids are auxiliary teaching aids that allow you to increase the effectiveness of mastering any aspect of the language or type of speech activity. There are manuals for teaching aspects of language, types of speech activity, and functional styles. A teaching manual is a book for a teacher that contains a description of the organization of the educational process and methodological recommendations for the use of certain teaching techniques.

Technical teaching aids include equipment and technical devices used for transmitting and storing educational information, means of monitoring the progress of assimilation, formation and consolidation of knowledge, skills and abilities. Teaching Russian as a foreign language is carried out in specially organized training sessions and during extracurricular hours. Both in and outside of classes, students can work individually, in pairs and in teams, with the

direct or indirect participation of the teacher. Such external expression of the activities of the teacher and students, taking place in an established order and a certain mode, is called organizational forms of education.

The main organizational forms of theoretical courses are lecture (dominant form), seminar and practical lesson. In practical courses of the Russian language, the main organizational forms of training are: practical training (the dominant form), laboratory training, as well as various forms of extracurricular work - educational excursion, independent preparation for training sessions, theme evening, etc.

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