

Principles Of Interconnected Learning In The Aspect Of Teaching Russian As A Foreign Language

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Abstract: *The problem of teaching Russian as a foreign language considered in this article. The presented method and practice of teaching Russian as a foreign language, namely, the characteristic of the work for the review of Russian as a foreign language as a separate research areas. In addition, describes the experience of the consideration of socio-cultural context of learning Russian as a foreign language the article analyzes the general and particular methodological aspects of the problem of learning Russian as a foreign language.*

Keywords: Russian as a foreign language, methods of teaching Russian as a foreign language, language personality, typology of errors, forms and methods of control.

INTRODUCTION

Learning a foreign language is a long-term and continuous process, it is a lifelong learning process. Moreover, today, knowledge of at least one foreign language at a sufficient level is the key to successful activity in any professional field, as it allows you to not only expand your professional contacts, but also to study, improve your skills, bringing elements and experience of another country into the national professional picture. There is no doubt that the choice of language to study is also influenced by the geopolitical situation, the level of development of the country and the spread of the language in the world. Russian is therefore naturally among the most popular languages for studying as a foreign language, which, accordingly, increases the demand for specialists in the field of linguistics as teachers of Russian as a foreign language. Almost every Russian university today has foreign students, which, of course, implies special requirements for the formation of language courses, the organization of Russian language training, including taking into account the national language specifics of students. It is also natural that scientific journals today actively discuss various aspects of learning Russian as a foreign language. This article presents an analysis of the most interesting methods and experience of teaching Russian for foreigners presented in the modern practice-oriented scientific literature.

MATERIALS AND METHODS

It is necessary to highlight the most actively discussed problems. Structurally, they are divided into three groups:

The first includes consideration of Russian as a foreign language as a separate research area

The second – socio-cultural context of the issues

The third – shared and private methodological aspects of the study of Russian as a foreign language.

The first group of problems of studying Russian as a foreign language focused on the study of the linguistic aspects that make up this direction as a special scientific direction. In this context, particularly interesting are the works by I. V. Odintsov, which considers Russian as a foreign language as a separate subject of linguistics, and research E. V. Potemkina focusing his research interest in the study of the theoretical aspects of the formation of secondary linguistic identity. Next, we will consider these works in more detail.

DISCUSSION

Russian as a foreign language is a conglomerate of a number of disciplines (linguistics, methodology, psychology, cultural studies, speech culture, stylistics, etc.). The author emphasizes that “the integrative nature of the subject of Russian as a foreign language was formed due to the development of anthropologically oriented teachings about language: the theory of speech activity, the theory of language personality, communication studies, the theory of intercultural communication, cognitive science, etc.” [1, p. 98]. In addition, as the leading approach describes functionally onomasiological to facilitate consideration of the subject of the linguistic aspect of Russian as a foreign language as a system of generalized knowledge. Where “reflected generalized, reliable and structured information, which have been identified and systematized based on the proven principles and ideas relevant to the research activities of scientific research” [1, p. 102].

Like I. V. Odintsova, E. V. Potemkina focuses her research attention on the actual scientific aspects of the Russian language as a foreign language as a problem of the formation of a secondary language personality. Based on the ideas of the linguistic personality of Yu. N. Karaulov, she identifies the general and specific in relation to the Language + Vocabulary model and the concept of secondary in the context of the theory of Russian as a foreign language. Therefore, the scientist researches in this direction three levels: lexicon, thesaurus and pragmatically, describes the specifics of the cognitive level of Language and vocabulary, focused on the fixed and variable parts of Language and Vocabulary based on the analysis States. that “secondary

linguistic personality is the ability to adequate communication at cross-cultural level” [2, p. 222], but, however, that “learning a foreign language does not automatically lead to a formation of a secondary linguistic personality, because, despite the fact that people have an innate ability to be a linguistic personality he still needs it to be (G. I. Bogin). The process of forming a secondary language personality consists of a conscious structuring of the verbal-semantic, cognitive and motivational levels, which have typical elements that contribute to the formation of individual and collective features of the secondary language personality” [2, p.223].

RESULT

Thus, it is impossible to learn a foreign language outside of the socio-cultural context – this is an axiom. That is why the context of studying Russian as a foreign language organically includes a significant block focused on the formation of socio-cultural competence of students studying in Russia, and in this review, this aspect of the study allocated to a separate group. Various forms and techniques used in this direction. Thus, O. Khabarova notes the dominant role of the text containing information about the national picture of the world. In addition, notes that “when working with such material, the teacher pursues not only an educational, but also a humanistic goal: he educates different students to be able to exist peacefully and without mutual discrimination in one society and accept another culture” [3, p. 34].

Russian is not only a text, but also specially organized forms of visual communication, in particular, the inclusion of elements of cultural and historical study of the Russian language; contribute to the highest quality of knowledge of the Russian language. Therefore, T. B. Cherepanova, based on the position that the modern world is filled with visual images, describes the efficiency of the use of a safe Deposit forms, conjugating various methods of studying the Russian language. Arguing that such a practice “contributes not only to the development of communicative competence of students, but also increases their level of cognitive interest to the area, the people inhabiting it, and hence to a higher level of learning Russian as a foreign language” [4, p. 475].

It is interesting to note that, according to our own observations, in cases where the socio-cultural context of mastering the Russian language in the host country implemented systematically; students not only master the language more successfully, but also actively travel around the country independently during extracurricular time.

The third group of the analyzed works made up of works devoted to the study and description of general and particular methodological forms and methods of teaching Russian as a foreign language. The studied set of works allows us to distinguish three main areas:

- 1) Methodology of teaching Russian as a foreign language, including approaches to the forms and methods of control (Y. A. Antonov, M. E. Bohanna, E. A. Sherina, etc.)
- 2) The forms and methods of using the imagery of the Russian language through language units; in the first place in this aspect comes the study of phraseological phrases and the language of the Internet and mass media (A. K. Novikova, A. Yu. Sarkisova, etc.)
- 3) Typology and analysis of the difficulties that arise in foreign students in the process of learning Russian as a foreign language (Liu Qian, Li Min, etc.).

The methodology of studying Russian as a foreign language has its own unique requirements for the formation of the educational space. Russian considered the leading linguopragmatic aspect of the Russian language, based on the experience of learning Russian by native Chinese speakers. She believes that “the basis for motivation to learn a non-native language should be an interest and love for another culture, which can be formed by game, story-role exercises and individual tasks” [6, p. 6], which contribute to the development of language flair, creative and personal attitude to the language being studied, and the expansion of the lexicon.

CONCLUSION

Control and evaluation activities are also an important context in the development of the Russian language as a foreign language. Learning any foreign language has a pragmatic basis – to understand, communicate, transmit and transmit information. In this regard, it is important not only to set goals in learning Russian as a foreign language, but also to adopt a system of control and evaluation mechanisms that may be different from the usual ones and accepted in the educational system of the foreign student's native country. That is why this problem is relevant and investigated in the context of the presented article. So, M. E. Bokhonnaya and E. A. Sherina, describing the set of requirements for control measures, highlight their consistency, consistency, transparency, objectivity, represent different forms and formats of control procedures. In addition, it is necessary to pay special attention to the integrity of all stages of control. So, the analysis of modern Russian scientific periodicals devoted to the problems of teaching Russian as a foreign language allows us to assert that this direction is presented quite fully and multilaterally.

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