

## METHODOLOGICAL ASPECTS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE AT THE INITIAL STAGE OF TRAINING

Nishonov Usmonkhon Ibragimovich  
Senior Lecturer, Fergana Polytechnic Institute

Parpieva Makhsudakhon Makhmudjonovna  
Senior Lecturer , Fergana Polytechnic Institute

### ABSTRACT

The article discusses the problems of teaching Russian as a foreign language at the initial stage of study. The author reveals the importance of studying various aspects of the language: phonetics, vocabulary, lexico-grammatical structure, as well as mastering the phonational, intonational, non-verbal culture of Russian-language communication.

The article shows the features of the methodology of teaching the discipline, depending on the difficulties arising in the process of mastering it.

**Keywords:** innovative approach, pedagogic skill, education methods, teacher and students, Russian as a foreign language, difficulties, initial stage of training, methodological features.

Modern requirements for the training of future specialists put forward completely new tasks for the formation, first of all, of the motivational and value sphere of the student, in which the development of cognitive interest occupies a priority place.

The starting point in the development of cognitive interest is its focus on the formation of cognitive interest in the study of humanities. It is here that the incentive basis is laid for the development of the student as a comprehensively and harmoniously developed personality. Proper consideration of the diverse interests of students, methodologically and practically effective resolution of emerging contradictions contributes to the close relationship and coordination of value consciousness and the real development of students in education. The presence of cognitive interests among students contributes to the development of creative thinking, cognitive activity, the expansion of general scientific horizons, the improvement of professional predisposition as the basis of professional fitness for further professional activity. Cognitive interest is an important factor of learning and personality formation. Under his influence, cognition acquires a personal meaning. Thanks to the formed cognitive interest, the student's activity becomes fruitful. It activates the spiritual potential of the student, raises the activity to a higher level, brings it closer to the values of the surrounding reality.

Currently, the language education system has fully felt the severity of the aggravation of global socio-cultural problems, and their resolution, not least, lies in the plane of linguodidactics.

Intensive intercultural educational dialogue, demonstrating the problem of cultural and linguistic exchange between peoples, becomes the object of increased attention in various branches of scientific knowledge. "Mutual understanding in all its aspects – linguistic, socio-cultural, axiological (awareness and understanding of the values of another culture of the dialogue partner) and many others - is the basis and purpose of the dialogue of cultures". In the conditions of the modern education system, multicultural personalities become its subjects, who

will have to learn how to enter into a dialogue, support it without disturbing the communicative balance. Interaction and cooperation, solving issues of academic adaptation by means of the Russian language puts forward as the most important task of linguistic education the formation of a bilingual and multilingual tolerant personality, attuned to a peaceful, thoughtful dialogue, a personality capable of intercultural communication and understanding of the culture and traditions of other peoples.

At the present stage of society's development, there is a need to develop and implement an effective system of multicultural education, relying on the scientific and pedagogical resource of cultural and speech interaction. "Over the past few decades, the goals of teaching a foreign language have changed. Attention to language as a linguistic tool of communication has been replaced by interest in the process of communication itself, its not only linguistic, but also sociolinguistic, pragmatic, cultural essence". Representatives of various nations are studying Russian today, and interest in it as one of the world languages in which meetings are held at the UN continues to grow. Russian is economically promising for Europe as the language of developing economic relations with Russia. Interest in the Russian language as a cultural phenomenon with a rich literature does not weaken. "The relevance of all issues related to culture and the methodology of learning the Russian language in the dialogue of cultures has now acquired unprecedented acuteness".

However, there are still a number of unresolved problems of a theoretical and applied nature in the methodology of teaching Russian as a foreign language. In particular, the most important problem is the improvement of teaching phonetics of the Russian language. The sound system of the language is a special in the structure of the language. It is obvious that linguistic competence in phonetics becomes the basis for further teaching of the Russian language.

The role of the Russian language in the conditions of developing international cooperation is great. Russian as a foreign language is actively used both for the transmission of scientific information and for the implementation of joint production projects in areas of international industrial development, as well as a means of cultural space in the context of international communication.

The methodology of teaching Russian as a foreign language, as well as a thorough selection of educational material are the most important component of successful language acquisition and its professionally oriented communicative potential [5].

Correct pronunciation is one of the primary conditions for successful mastery of a foreign language. It is necessary for the development of students' hearing-speaking skills, which are the basis for the formation of all 4 types of speech activity, namely listening, reading, speaking and writing. Therefore, an introductory phonetic course is usually given at the very beginning of training. Modern methodology determines the effectiveness of teaching a foreign language based on its practical result, therefore, the task of the teacher at the initial stage is to ensure that students initially master the phonetic side of Russian as a foreign language. This is necessary so that the student's speech is understandable, and so that he can listen elementary in a language environment.

However, the Russian language can cause certain difficulties for foreign students, due not only to the richness of lexical composition and the ambiguity of lexemes, but also to the potential of

a physiological nature, which becomes necessary already at the initial stages of studying the RCT, for example, when studying the phonetics of the language.

The phonational culture of the Russian language is difficult to study for a number of reasons:

- firstly, the Russian language is rich in sounds and their combinations, which simply do not exist in other languages, which causes muscle difficulties in the articulation apparatus; this dictates the need for regular "training" of small muscles that "learn" to pronounce unknown sounds;

- secondly, for the pronunciation of sounds and their combinations in the Russian language, a completely different volume of air is needed, which is often not enough for foreign students at the initial stage of studying Russian.

In connection with these difficulties, the main part of overcoming which falls on the initial stage of familiarization with the Russian, it is necessary to build a special method of teaching phonetics of the language, the development of intonation and phonation culture. The effectiveness of this process will depend on the variety of articulatory exercises, poetic and even song material. The study of the phonetics of the Russian language is the main foundation for the further development of the discipline.

There is no doubt that learning phonetics should, of course, be accompanied by the study of vocabulary and lexico-grammatical structure. During the initial training of the Russian, the foundations of the communicative competence of foreign students are laid, consisting of the skills to speak, listen, read and write. These skills allow for Russian-speaking communication and productive interaction of students at the elementary level. It should be noted that the successful improvement of these skills also depends on the vocabulary formed in the course of students' educational activities [4; 5].

As practical experience shows, the educational process of studying RCT orients students to study lexical units (words and expressions), leaving, nevertheless, the practical side of using their vocabulary in real situations insufficiently formed. In the context of this problem, lexical competence should not be reduced only to the ability and skill to use the lexical side of the Russian. It should also be considered from the perspective of linguistic, as well as motivational, reflexive, communication-oriented orientation [3].

The modern cultural and speech situation reveals a number of new problems related to the special requirements for the communicative culture of the personality of a student studying Russian as a foreign language. It is based primarily on the level of formation of their lexical competence. The ability to effectively communicate in Russian, knowledge of the ethnoethnic aspects of Russian-language communication, striving for the ideals of tolerance in the strategies of speech behavior already at the stage of initial training - all these qualities should form the basis for the formation of a linguistic personality and its lexical competence, which are necessary later in the process of educating communicative competence. This problem poses the task of improving the teaching process of this discipline within the framework of the modern educational paradigm for Russian teachers [1; 3].

Certain difficulties arise when teaching foreign students the grammar of the Russian language. Already at the initial stage of studying, they should get acquainted with the fact that the characters of the grammatical structure of the native and the studied languages are different. For example, in Russian words have inflection forms, that is, nouns are inclined, verbs are

conjugated, etc. Thus, the grammatical meanings of words are expressed almost exclusively by special endings, which are the grammatical forms of words. In addition, in this case, all the endings of words are pronounced, semantic and grammatical meanings are merged together. In this regard, foreign students often have a number of difficulties in studying the grammatical meaning of certain grammatical structures [6].

Thus, the place of grammar in teaching Russian is also very important.

Nevertheless, the grammatical structure of the Russian language can be perceived differently by students: others intuitively feel the peculiarities of the grammatical structure and the study of grammatical forms becomes quite easily the basis for the acquisition of grammatical skill; some also respond with pleasure to all kinds of formulations encountered and quite quickly begin to use them in discussions.

A number of students, who are the majority, have certain difficulties in teaching the grammatical structure of the language, and in this case, the need to separate grammar into separate classes is already revealed, which allow us to consider teaching the grammatical structure of the Russian as a dual process of learning the structure and acquiring a skill.

Thus, the initial stage of studying Russian is difficult and important for students. However, its theoretical and practical foundation forms a significant functional basis for the subsequent successful formation of communicative competence, its discursive component.

In the last two decades, Uzbekistan has been paying close attention to the issues of teaching foreign languages. This is evidenced by the adoption of the National Training Program and a number of subsequent documents, the resolution "On measures to further improve the system of learning foreign languages", which created favorable conditions for the development of language teaching methods.

At the present stage of society's development, the main task of methodological science is to educate a person striving for the maximum realization of his capabilities, open to the perception of new experiences, capable of conscious and responsible choice in various life situations. In order to educate such a person, trainees need to be taught communicative competence, consisting of speech, linguistic and sociolinguistic competence. Brought up in such conditions, the student must eventually reach the level defined as the level of "linguistic personality".

As a result of the transformations taking place in the republic, the process of teaching the Russian language today can develop taking into account the needs of people and acquire a more tangible practical and communicative orientation. Preparing a person to communicate in the language being studied today is equivalent to preparing for an intercultural dialogue. Accordingly, the practice of teaching the Russian language should promptly respond to this circumstance and work out ways to optimally solve emerging problems.

The process of language learning proceeded in different ways at different times. Within the countries of the post-Soviet space, this process previously had its own specific features. In particular, the problem of the process of teaching Russian and other foreign languages was the lack of rhetoric. This approach to the study of language and its teaching was due to the cancellation of rhetoric lessons in the Russian school at the end of the nineteenth century. Although since ancient times, language teaching has been conducted and is being conducted in two directions – the formation of eloquence skills and the study of the theoretical foundations of the language.

Russian language teaching methods in the national school in the twentieth century, followed by foreign languages in schools of all types, developed on the basis of copying the methods of teaching native (Russian) language. This was due to the lack of analogues. A somewhat simplified version of the native language training program was announced as a program for teaching Russian as a non-native language. This circumstance has led to a noticeable difference in approaches to the problems of language learning in our country and in other countries. All this was reflected in the practice of language teaching — for a long time, the language learning process repeated the main provisions of the native language learning process. This was also evidenced by the final results of the language learning process — many graduates, possessing a sum of theoretical knowledge about the language, were helpless in communicating in it. This was typical almost until the end of the twentieth century.

Currently, promising areas of development of teaching methods in Russian and foreign languages are the introduction of the principle of communicative orientation, innovative technologies, and a personality-oriented approach. Of particular note is the importance of humanizing the educational process and democratizing the relationships of the subjects of this process.

One of the promising directions of the development of communicative methods of teaching the Russian language is also textocentrism. A component aimed at the formation of students' skills not only of text perception, working with text, but also of text formation skills began to be organically introduced into language teaching programs. The most significant achievement of methodological science can be called the development of technologies for determining the level of formation of communicative competence. Currently, standards and curriculum that have specific stages of the compulsory education system in their structure are being tested experimentally. This approach makes it possible to determine the amount of knowledge, skills and abilities of students by levels of learning, makes it possible to describe the levels of communicative competence based on concrete and measurable results. This creates a basis for an objective assessment and certification of graduates of secondary schools, academic lyceums and professional colleges.

Innovations in the field of teaching the Russian language are associated with changes not only in the goals, content, methods and technologies, forms of organization and management system, but also in the styles of pedagogical activity and the organization of the educational and cognitive process. Therefore, determining the optimal ways of introducing innovative technologies into the learning process, purposeful implementation of promising ideas and developments is one of the urgent problems of modern methodology. The consideration of the above provisions in the organization of the process of teaching the Russian language is due to both the needs of people and the social order of society. The success of solving these problems can lead to the optimization of the learning process and increase its effectiveness.

Noteworthy is the new approach introduced in the field of foreign language teaching in Uzbekistan - the foreign language course begins with the first grade; the first lessons are conducted in the form of communication lessons; lessons are taught by specialists trained on the basis of modern requirements for a foreign language teacher. Optimization of the process of teaching the Russian language to a certain extent depends on the study of this experience, the integration of the efforts of specialists working in the field of teaching different foreign

languages, developing and implementing advanced pedagogical information and communication technologies of teaching in the educational process.

Methodological science is currently being improved in accordance with the changes that are taking place in all spheres of society. Accordingly, the process of teaching the Russian language is developing as a social order of society, because it is interested in the formation of a harmoniously developed generation that knows perfectly not only their native language, but also other languages.

## REFERENCES

1. Нишонов У. И., Парпиева М. М. Лингвистические проблемы перевода: текст как объект переводческой деятельности //Проблемы современной науки и образования. – 2019. – №. 11-2 (144).
2. Парпиева М. М. Самостоятельные задания поискового и творческого характера как способ активизации деятельности на уроках русского языка //Достижения науки и образования. – 2018. – №. 16 (38).
3. Нишонов У. И. Билингвизм и его использование в обучении //Достижения науки и образования. – 2018. – №. 15 (37).
4. Парпиева М. М., Нишонов У. И. Интеграция интерактивных методов в процессе образования //Вестник науки и образования. – 2019. – №. 19-2 (73).
5. Нишонов У., Таджибаева А. Информационно-компьютерные технологии при изучении языка //Форум молодых ученых. – 2017. – №. 5. – С. 1548-1551.
6. Парпиева М. М. ПОВЫШЕНИЕ КАЧЕСТВА ОБРАЗОВАНИЯ-ОСНОВНОЙ ФАКТОР НЕОБХОДИМОСТИ В ВЫСОКОКВАЛИФИЦИРОВАННЫХ СПЕЦИАЛИСТАХ //Вопросы науки и образования. – 2021. – №. 31 (156). – С. 49-54.
7. Нишонов У. И. Обучение русскому языку как иностранному в вузах Узбекистана //Вопросы науки и образования. – 2018. – №. 2 (14). – С. 45-46.
8. Парпиева М. М. УПРАВЛЕНИЕ ОБРАЗОВАНИЕМ КАК ОТРАСЛЬ НАУЧНОГО ЗНАНИЯ И ПРАКТИКИ //Качество высшего и профессионального образования в постиндустриальную эпоху: сущность, обеспечение, проблемы. – 2016. – С. 224-228.
9. Нишонов У. И. Применение метода проектных работ на уроках русского языка и литературы в нефилологических вузах //Вопросы науки и образования. – 2019. – №. 18 (65). – С. 42-45.
10. Парпиева М. М., Мадумарова М. Д., Мавлонов У. О. У. Развитие мотивации у студентов к изучению языка //Достижения науки и образования. – 2018. – Т. 1. – №. 8 (30). – С. 56-57.
11. Холматова Д. А., Рахматова О. К. ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗРАБОТКИ УЧЕБНЫХ ПОСОБИЙ //Вопросы науки и образования. – С. 30.
12. Нишонов У. И. Методика обучения русскому языку как прикладная наука //Вопросы науки и образования. – 2021. – №. 31 (156). – С. 43-49.
13. Парпиева М. М. Составление текстов как одна из коммуникативных форм работы со студентами //Вопросы науки и образования. – 2018. – №. 3 (15). – С. 114-115.
14. Numonjonov S. Relay and Protection of Power Transmission Lines //Scienceweb academic papers collection. – 2022.

15. Нишонов У. И. Особенности перевода технических текстов //Вестник науки и образования. – 2020. – №. 14-2 (92). – С. 46-48.
16. Парпиева М. М. Информационно-коммуникационные технологии в процессе обучения русскому языку как неродному //Вопросы науки и образования. – 2018. – №. 7 (19). – С. 151-152.
17. Нишонов У. И. Методы обучения как компонент учебного процесса в национальных группах //Вопросы науки и образования. – 2018. – №. 7 (19). – С. 153-154.
18. Парпиева М. М., Исраилова С. М., Мадумарова М. Д. Преимущества применения ИКТ (информационно-коммуникационных технологий) на уроках русского языка //Наука, техника и образование. – 2019. – №. 5 (58). – С. 90-92.
19. Холматова Д. А. ЯЗЫКОВАЯ КАРТИНА РОССИИ И УЗБЕКИСТАНА, ВЗАИМОДЕЙСТВИЕ ДВУХ КУЛЬТУР //Редакционная коллегия. – 2022. – С. 249.
20. Парпиева М. М. Речевые ситуации в обучении иноязычному говорению //Вопросы науки и образования. – 2017. – №. 3 (4). – С. 81-83.