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General Didactic And Pedagogical Foundations Of Teaching Russian As A Foreign Language

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ABSTRACT

The paper will help improve the level of teaching Russian as a foreign language and the successful mastery of this subject (and the language itself) by students. Although it is addressed primarily to future teachers, it can be useful for teachers of the Russian language, graduate students, trainees, as well as anyone interested in methodology as a science.

KEYWORDS

Methodology of teaching Russian, non-native language, pedagogically adapted system of linguistic, linguocultural and socio-cultural knowledge, communication and speech skills, competencies.

INTRODUCTION

As a private didactic, the methodology of teaching Russian as a foreign language is based in its development on the basic science - pedagogy, which investigates the patterns of personality formation in the process of education. The provisions of pedagogy serve as

the starting point for solving the most important issues of building a system of teaching a non-native language: the question of the goals of teaching, the content and process of teaching, methods and organizational forms of teaching. In turn,

through the methodology of teaching Russian as a non-native language, the general theoretical principles of didactics are concretized and implemented in practice.

So, the leading component of the training system, influencing the choice of content, forms, methods, teaching aids, is the goal of training - a pre-planned result of activity. Following, as L.V. Shcherboy, three goals of teaching Russian as a foreign language, as a non-native language: - practical - determines the final requirements for the level of language proficiency, reflects the general strategy of teaching. At present, practical goals are formulated with a focus on communication - the practical mastery of a non-native language as a means of oral and written communication. Practical goals are determined both for the entire course of study and for a separate stage, lesson. In this way, a hierarchy of goals is developed, which guides the learning process, contributes to the systematic and consistent mastery of a new language. At any level, each goal can be detailed in the form of learning objectives - a detailed description of what skills and abilities students must master in order to effectively use the target language as a new means of communication. Practical goals must be real, and their achievement possible in specific conditions; - educational (general education) - involves the use of the studied language to improve the general culture of students, expand their horizons, improve the culture of communication, methods of mental activity; - educational - associated with the development of all aspects of the student's personality, his worldview, thinking, memory, the system of moral and aesthetic views, character traits. Educational goals reflect the general humanistic orientation of education and are implemented both in the process of

collective interaction between students and in pedagogical communication between the teacher and students.

MATERIALS AND METHODS

The goals and their hierarchy, in turn, determine the content of learning in other words, the totality of what a student must master during the period of learning a non-native language, namely: a pedagogically adapted system of linguistic, linguocultural and socio-cultural knowledge, communication and speech skills, competencies.

The system of interaction between the teacher and students, during which the tasks of learning and the general development of students are solved, is called the learning process in didactics. In teaching Russian as a non-native language, the main functions of the teacher are implemented during the lesson - the key organizational unit of the learning process - and in extracurricular work. At the same time, the teacher is looking for optimal ways and means of correlating individual and collective in learning, activates students in their cognitive and practical activities in the target language, provides for the implementation of various training and creative tasks that put students in front of the need to perform a speech action in conditions as close as possible to real communication: responsive, situational, reproductive, descriptive, compositional, initiative exercises [Skalkin 1983].

Pedagogy substantiates the use in teaching, including Russian as a non-native language, of a number of methods: teaching methods (demonstration, explanation, organization of training, practice, correction, assessment) and teaching methods (familiarization,

comprehension, participation in training, practice, self-esteem, self-control).

CONCLUSION

The general didactic principles of teaching (visibility, awareness, accessibility, feasibility), first formulated by Jan Komensky in the 16th century, are decisive for the methodology of teaching a non-native language. Thus, the principle of consistency and consistency is projected on teaching a foreign language in the following system of recommendations: a) from simple to complex; b) from easy to difficult; c) from the known to the unknown; d) from close to far. At the same time, special methodological principles were substantiated and developed, such as communication and functionality, the oral basis of teaching, reliance on the native language of students, interconnected teaching of types of speech activity, and a number of others. For instance,

- The principle of communication and functionality means that training should be organized in conditions as close as possible to natural, in this regard, educational, including problematic, situations, collective forms of work are used in the classroom;
- The principle of concentric organization of the material assumes its distribution over concentric cycles; in each subsequent concentrate, it is envisaged to expand the material on the basis of what has been studied and master a new one (for example, when introducing the accusative case, it is advisable to learn the accusative case of an inanimate object of the masculine gender: read the text, it coincides in form with the nominative case; then go to the accusative case of an inanimate object of the feminine gender:

read a book, then enter the accusative case of an animated object: I see my sister, I know Anna);

- The principle of taking into account the native language testifies to such an organization of the educational process (a system of exercises; selection of material that prevents interference), which takes into account the experience of students in their native language. It is important to remember that linguistic phenomena in the native and target languages may coincide completely, partially, or not. The biggest educational problem is overlapping phenomena. Explicit or latent, implicit comparison in this case is necessary, since the analysis of the perceived “non-native” speech occurs on the categorical basis of the native language, just as the statement in the “new” language is built on the model of the native language or the intermediate language;
- The principle of minimization limits the content and volume of educational material in accordance with the goals, objectives, stage, profile of training. The minimum of educational material is a functional system that adequately reflects the system of the language as a whole;
- The principle of complexity and differentiation is implemented in the parallel assimilation of phonetics, vocabulary, grammar and the development of oral speech, reading, writing from the very beginning of training; this takes into account the specifics of work on each separately taken linguistic or speech aspect.

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