



PECULIARITIES OF TEACHING RUSSIAN LANGUAGE IN NATIONAL GROUPS

Isroilova Nargiza Khusniddinovna

Lecturer at the Department of Contemporary Russian Language

Faculty of Russian Philology, Uzbekistan State University of World Languages

Annotation

The article considers the features of teaching the Russian language in national groups. Some problems of teaching Russian as a non-native language are analyzed, since it is a complex, multidimensional process of transferring and assimilating knowledge, skills, abilities, methods of cognitive activity, and the formation of students' communicative competence.

Keywords: peculiarities of teaching, teaching the Russian language, didactic principles, subject of study, peculiarities of use, the role of the Russian language.

Introduction

The term Russian as a non-native language is ambiguous: it means, on the one hand, a means of multinational communication between peoples; on the other hand, it is an academic subject both in the national and Russian systems of preschool, school, and higher education.

Teaching Russian as a non-native language has much in common with learning Russian as a native language. They are united by:

1. The system of the Russian language as a subject of study: knowledge-based knowledge of phonetic features, vocabulary, grammatical structure of the Russian language, possession of skills and abilities to freely use the language in its oral and written forms;
2. General didactic principles and educational orientation of training, associated with the development of all aspects of the student's personality;
3. Identity of psychological processes, psychological activity in learning conditions for representatives of different nationalities, associated with the qualitative transformation of mental operations and actions, with the formation of motivation, cognitive interests, activity of the learning subject.



To study a foreign, non-native language, the most typical path is conscious and deliberate, when the child is told the knowledge necessary for practical language proficiency in the form of rules, instructions, special exercises are provided that ensure the consolidation of the acquired knowledge and the formation of speech skills and abilities on their basis.

Most non-Russian children really begin to learn Russian within the walls of a school or preschool institution, falling into the conditions of educational bilingualism (bilingualism), when they are simultaneously given knowledge of two languages - Russian and their mother tongue (in multi-ethnic schools or schools with an ethnocultural component of education). Children who are brought up in an environment of “successful”, “happy”, “elite” bilingualism, that is, learn more successfully. in intellectually developed families with high or medium socio-economic status. At the same time, the speech development of a bilingual has its own characteristics. These children, on average, begin to speak later. If the principle “one person - one language” is not adhered to in a family, then children cannot independently establish the peculiarities of the use of words in a new, non-native language. Their vocabulary in each of the languages is, on average, less than that of their peers - monolinguals.

Communication in a non-native language can be mastered more effectively, provided that the training is of the nature of cooperation, adequate to the age of the students; educational material, its formal and pragmatic characteristics are practice-oriented and adapted to the needs of students; the techniques used are modified depending on the specific circumstances and more importance is attached to the situational and visual context of communication. It is a two-way process, in which the teacher and the student participate in joint activities. The student's activity and its effectiveness depend on motivation, interests, needs, individualization of the learning process, maximum consideration of the characteristics of the student's personality, on the students' own activity, flexible, creative approach of the teacher to the selection of material, methods of its introduction and consolidation.

The task of the teacher of the Russian language in national groups includes:

- Determination of the volume and content necessary for the assimilation of the material and guidelines (rules, instructions) for operating them;
- The organization of educational activities of students in such a way that they give the best result;



- Motivation of students to activity, its motivation;
- Control over the effectiveness of educational activities of students in the acquisition of a non-native language.

The features of such lessons include the following aspects:

- General orientation of lessons, interconnected study of language and culture;
- The Russian language is studied in the context of Russian culture and in the context of the dialogue between Russian and the native culture of students, as well as in comparison with other cultures.

The most powerful psychological stimulus for a child, if they do not interfere with this, is the desire to discover a new world through the Russian language, Russian culture and customs. However, if parents in a family and fellow tribesmen create a massive language and cultural barrier, constantly speak with the child in their native language, sometimes instilling in him a negative attitude towards everything Russian, and the school occupies a small and distant place in the mentality of the student, this is just the case with which we most often encounter.

The relevance of teaching the Russian language in national groups is that it becomes possible to solve the problems of intercultural communication. The role of the Russian language is growing, since it "is a crossroads of cultures, a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture: behind every word there is a perception of the world conditioned by national consciousness (again, foreign, if the word is foreign)." (S.G. Ter-Minasova)

Teaching children the Russian language is an important step in their successful adaptation:

- There is an opportunity to contact not only within their ethnic community;
- The feeling of helplessness and dependence decreases;
- There is an understanding of the world in which to live.

In the process of interaction between the native and Russian languages, the Russian speech of bilinguals is characterized by specific features, deviations from the norm in the field of vocabulary, pronunciation, word formation, morphology and syntax, caused by interlingual interference. The decline in the culture of speech of society as a result of social, economic transformations in the country also cannot but affect the quality of Russian bilingual speech. Identification, study of the causes and timely prevention of interference errors are important in the work on the successful



development of harmonious bilingualism and, as a result, to improve the culture of speech in both languages, which predetermines the relevance of the topic.

From the point of view of the culture of speech, in the study of the interaction of languages, the pragmatic aspect of linguistic phenomena has a special place, requiring special coverage of the activities of various groups of native speakers in the process of communication. In the bilingual linguistic space, the functional differentiation of bilinguals is taken into account: in addition to specialists dealing with problems of language and speech, there are groups of professional users of the language - media workers, public figures, politicians, special attention is paid to the younger generation, whose speech culture will largely determine their future. Currently, there are conditions when the demand in the labor market, the competitiveness of a specialist largely depends on the degree of proficiency in literate speech: the higher the degree of language proficiency, the more successfully communicative tasks are performed, the goals of communication are achieved. [one] The task of the pedagogical aspect of bilingualism is the development and application of methods for teaching two languages, methods for studying the process of mastering, mastering two languages in a bilingual environment. In modern pedagogical science, there are two concepts on the role of the mother tongue in mastering a second language. Some believe that the native language interferes with the acquisition of a second language. Another point of view is that a bilingual mother tongue contributes to better second language acquisition.

It is believed that bilingualism has a positive effect on the development of memory, the ability to understand, analyze and discuss the phenomena of language, intelligence, quickness of reaction, mathematical skills and logic. Fully developing bilinguals, as a rule, study well and master abstract sciences, literature and other foreign languages better than others.

Bilingual children need language education in the family. If this is not given due attention, namely, the conversation with the child is conducted only in his native language, and outside the home he hears only Russian speech, then there is a delimitation of the linguistic spheres of communication. In this regard, a clearly structured methodology of teaching the language to bilingual children is necessary. It is believed that absolutely equivalent proficiency in two languages is impossible. Absolute bilingualism presupposes absolutely identical language proficiency in all communication situations. This is impossible to achieve. This is due to the fact that



the experience a child has gained using one language will always be different from the experience gained using another language. The degree of proficiency in each language with bilingualism, the distribution of spheres of communication between them and the attitude of the speakers to them depend on numerous factors of the social, economic, political and cultural life of the speaking community. When two languages collide under bilingualism, one language can completely replace the other, or both languages can undergo certain changes at different levels of the linguistic structure: phonetic - a change in pronunciation characteristics; grammatical - borrowing and tracing grammatical phenomena. If a child learns a second language at school age, we are talking about the so-called consistent bilingualism. He learns the language in a different way. In this case, the child constantly compares the two languages: the sounds are perceived "in contrast" with the sounds of the first language. The same is true for the grammatical aspects of the language.

Today the problem of teaching the Russian language in national schools is very acute. In non-Russian schools, fewer and fewer hours are devoted to learning the Russian language. Other subjects are taught in the native language. Further from class to class, the number of hours of Russian language decreases. After graduating from school, a student who studied according to the program of national schools, along with Russian-speaking students, must pass the Unified State Exam in the Russian language. The situation is further complicated by the fact that, in our opinion, there are practically no high-quality textbooks on the Russian language for national schools. The approved lists of Russian language textbooks are intended for Russian-language schools. The list of approved textbooks should include textbooks for national schools.

A teacher of the Russian language for ethnic groups must understand the specifics of this subject, as well as the need for other textbooks that meet the requirements of national schools where children study, in whose families they speak mainly their native language, trying to instill a love for their native language; however, they also need Russian, as it is the state language.

An important role is played by the organization and choice of methods of teaching lessons. It is important to properly organize the beginning of the lesson, organize it rationally, rationally dose the educational material in time, and implement a differentiated approach to the work of students. The teacher cannot but take into account the increasing opportunities for working in specially equipped classrooms,



the increasing introduction of ICT technologies into the curriculum. Lessons can have a very diverse structure, which depends on the goals and objectives of the lesson, the content of the teaching material, methods and techniques of teaching used in the lesson. The structure of the lesson, like its material, depends on the level of development of the students, on the specific conditions of the lesson. There can be no template in choosing a lesson structure. [2] While implementing the standards for SES, we must not forget the peculiarities of teaching the Russian language in the national school.

The stages of the lesson should be considered based on the characteristics of the methodology. If the main content of the lesson is the solution of the educational problem, then its structure can be determined by the steps of the solution:

- Raising the problem, justifying its importance, students' awareness of the contradiction contained in it;
- Formulation of the hypothesis;
- Supposed ways and forms of hypothesis testing;
- Conclusions obtained as a result of search activities.

The introduction (explanation) of new material in the lessons of the Russian language and literature in the national school belongs to the main, central, most significant part of the lesson. The strength of its assimilation largely depends on how attentively the new material is perceived, how it will be initially consolidated. Consolidation of the studied material in the lessons of the Russian language is associated with the performance of a series of training exercises and tasks: from linguistic (passive, analytical) to pre-speech (active, synthetic) and speech (creative) - dialogical and monologic. The tasks of the upcoming homework on the topic studied in the lesson should be thought out in the most careful way. The desire to increase the number of exercises is especially contraindicated, since an irrational task volume with a lack of independent work skills leads to a failure to complete the task. From the standpoint of the general structure of the lesson, each individual lesson is an organizational, logically and psychologically complete whole. Each lesson is a complete whole and at the same time a link in a single chain of lessons on the topic. [2]

A modern lesson of the Russian language in a national school should captivate, interest students in the topic of the lesson, and it is possible to show the inconsistencies, illogical at first glance of different phenomena of the language. The teacher should be the initiator and organizer of the speech activity of students in the



lesson, an assistant in those cases when a particular student finds it difficult to complete the assignment. In all other cases, all types of speech activity must be performed by the students themselves, up to the explanation of new material (using, of course, the text of the textbook), if it turns out to be feasible for them. More prepared students do the main work in preparing for the lesson, make additional illustrative and other materials, help the teacher in correcting small written works of their comrades in the lesson. Only such a solution to the issue will be effective for the successful studies of all students. At the heart of teaching practical knowledge of the Russian language is the work on the development of speech, and all other aspects of teaching are subordinated to this. When they talk about the development of speech, they mean both forms of speech - oral and written.

The main means of communication is oral speech. Fluency in Russian presupposes the ability to spontaneously react to all kinds of situations in reality. In this regard, the ultimate goal of teaching the Russian language in a non-Russian school is to master the skills of unprepared speech, both monologue and dialogical.

Considering language as a means of communication, one should pay attention to the maximum development of dialogical unprepared speech. The practical task is to develop students' ability to conduct conversations in typical communicative situations, for example: everyday conversations with friends, everyday conversations with others. The principle of communication should be one of the main in teaching Russian as a second language. This principle follows from the main function of language and is an expression of the specific connection between learning and life. [3]

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