

Actual Problems of Teaching Russian language in Modern Conditions

Turayeva Dilfuza Daminovna, Yarmatova Mekhriniso Azamatovna



Abstract: Teaching any foreign language as a second language requires specific familiarity with the environment of the country of learning this language. It is important for foreign language teachers consider some live factors in order to motivate students to learn the language easier. However, this hasn't always been easy for teachers to overcome all the difficulties. In this article, an attempt will be done to analyze those problems and solve them on the sample of Russian language teaching. Moreover, it also highlights components of discussion methods, communication and competences, reproductive learning strategies for students using the innovative technologies.

Keywords: research, methodology, discussion, components, competence, developing skills, linguistics, language learning, method, skills.

I. INTRODUCTION

In the new circumstances of a market economy in Uzbekistan, the growing accumulation and exchange of information, one of the most important conditions for a successful specialist's activity is communication skills, the ability to understand a business partner, the ability to clearly and competently express one's thoughts, and present commercial projects. That is why in the State educational standard of universities of a non-humanitarian profile, where the subjective need for language has traditionally been underestimated due to the limited socio-professional sphere of its application, the humanitarian discipline "Russian language and culture of speech" was introduced. Agree, it's a shame to see how a student who has good knowledge in special disciplines cannot clearly articulate a thought, skillfully demonstrate his knowledge, correctly and beautifully present the material. Philological (humanitarian) culture today is important for everyone and everyone, it largely determines the civic consciousness of society. This is the source from which students draw life-giving forces for their own rationally and emotionally felt comprehension of the language world, which nourishes the thinking human personality, thanks to which the talents of the young generation are revealed and flourish. The understanding by the leaders of our university of the importance of language (communicative) training for students of technical specialties was determined by the fact that on February 19, 1993,

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II. RESEARCH METHODOLOGY

Communication as a motivated communicative-cognitive activities aimed at receiving and transmitting the limit information. Possession of oral forms of communication refers to the goals of foreign students in the study of the Russian language.

Discussion training is considered as an important aspect in the process of forming the communicative competence of foreign students in order to master oral forms of communication. It is known that young people have developed a great desire for self-expression, for controversial forms of receiving and exchanging information. Using the lessons of discussion in the educational process allows, on the one hand, satisfying the cognitive abilities of students, and on the other hand, organizing training in oral forms of communication is most productive.

It seems possible to begin work on the formation of skills for participating in the discussion at the beginning of the second semester. An analysis of the teaching materials used in teaching the Russian language shows that students are interested in topics related to culture, social issues, popular science information and representing universal values.

Discussion is a complex form of learning activity that It presupposes the existence of a formed linguistic and communicative competence, that is, knowledge of constructions specific to the genre of discussion, lexical units and the ability to use them in solving communicative problems. Discussions give students the opportunity to express their attitude to the subject of discussion, to express an opinion, to show emotions. Students should be able to ask questions and give on adequate answers to them, to be able to objectively argue with the partner, to defend their position or to refute the opponent's point of view, to clarify certain provisions of their statement, i.e. be able to speak in the context of the role proposed by the circumstances.

The discussion technique includes the following steps:

- 1) determining the topic, entering the necessary lexical material;
- 2) distribution of roles;
- 3) directly lesson discussion, the stage of unprepared improvisational speech. The discussion technique can be extrapolated to various types of educational activities.

One of the most important general educational skills is note taking. The whole educational process is based on it. Students constantly have to use the lecture notes of the teacher, note the training paragraph, section or additional literature to prepare for classes. The abstract is the second birth of the source, but in a different form - curtailed, compressed.



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A correctly compiled abstract can be addressed through several years after its preparation, because the synopsis is the most universal type of notes compared to other forms and when working with it there is less risk of "getting lost" in other people's thoughts than when using extracts, abstracts or a sketch for oneself.

Others may use the abstract, but the notes should be readable, and the handwriting neat; and not, as A.A. wrote Chekhov to one addressee: "Your tragic handwriting is the last word of the Inquisition. He, while I read your letter, dislocated my eyes." In compiling a compendium, it is necessary to take into account the main thoughts of the text - theses, which can be written out either in the citation technique or in an arbitrary style, in your own words. It should be noted that between the important qualities of the abstract — clarity and clarity, the connecting logic should be the internal logic of the presentation. Summaries, with obligatory brevity, contain not only the main points and conclusions, but also facts, evidence, and examples.

After all, a statement that is not supported by a fact or an example will not be convincing and more difficult to remember. Repetition should also not be avoided if they additionally, more expressively cover the issue. Reps help deeper understand the material and better remember it. The pages of the abstract may reflect the relation of the compiler to the material. But at the same time, you should organize the recording so that you can easily figure out later where the author's idea is and where is yours.

There is a thought that the abstract can completely replace the book. But, as the researcher of Pushkin's creative heritage S.M. Bondi: "Synopsis of the book being read. Needless to say, to work on a text, to read it, you must have before your eyes a book ... 20 which is outlined. Only under these conditions can there be understandable, sometimes even just read many places."

Taking notes can be conditionally divided into four types:

Thematic, free, planned, textual (from citations).

-The grammatical note teaches us to work on a topic, to think it over, to analyze various points of view, gives a more comprehensive answer to the question-topic.

-A free note is a combination of extracts, quotes, sometimes abstracts; part of his text may be provided with a plan. A free notes is not so easy to write. It requires a deep understanding of the material, independently and clearly formulate the main provisions, the ability to actively use plans, theses, statements. The main thing is understanding, comprehend, write clearly, logically. They make up a planned summary quite quickly; it is short, simple and clear in its form. It is indispensable in the preparation of the report, speech.

-An outline plan is easy to obtain with a pre-made work plan. Each question of the plan corresponds to a certain part of the abstract. However, working with such a synopsis, if some time passes, is quite difficult. Significant help here can be provided by the marks made in the book or by leaflets.

-A textual note is made up of quotes. This is a great source of verbatim statements by the author, as well as the facts he cites. It is advisable to use textual abstracts in the study of scientific works, literary criticism, but this type of abstract does not activate the attention and memory of a student who automatically rewrote quotes, but did not deeply analyze the material, did not remember the contents of the work or scientific topic.

Compilation of abstracts requires not only the logic of presentation, but also the skillful organization of the text, which affects the content of the record and the usability of it. As for taking notes as a type of record, it is advisable to use various signal signs in its process: arrows, underscores, highlight lines, exclamation and question marks, PS (afterword), abbreviations. Everyone can have their own system of signs and use them. Thus, as a result of a special technique for processing the outlined text, a new document is created with a new presentation logic, with new connections, a new form of presentation of information.

III. RESULTS

Communicative competence, understood as "ability by means of the language studied, to carry out speech activity in accordance with the goals and situation of communication within the framework of a particular field of activity" [4, 143], is one of the important components of a successful and lasting mastery of the non-native language for foreign students. It is noteworthy that in modern linguodidactics the concept of "owning a language" is identical to the concept of "owning communicative competence." The end result of language learning at the preparatory faculty of universities is not the assimilation of language knowledge, but the creation of those who are taught a systematic idea of a foreign (in our case, Russian) language, the formation of practical skills in oral and written speech. This leads to two main trends in teaching RCTs: gradual preparation for the free mastery of all types of speech activity and the creation of students' motivation to communicate in a foreign language. In other words, the development and formation of communicative - in particular, speech - competencies determine the success of language learning (the knowledge and skills that students need to understand and create their own speech behavior programs).

A feature of the development of speech competence within course (preparatory department) is that it has a communicative and professionally oriented character.

This, in turn, determines the specifics of the formation of speech competence: firstly, its special structure (the main components of the latter are cognitive, communicative, and career orientation components); secondly, the need to develop a system of tools aimed at its formation at different stages of the educational process (when planning and organizing the content of educational material, its presentation; at the level of studying and consolidating a new topic; application of acquired skills, etc.). The main difficulties and problems that arise in the process of formation and development of speech competence can be divided into two main groups: organizational in nature: monolingual study groups; the national principle of the resettlement of students in a dormitory; 29 psychological plan: language barrier; miscommunication (violation of foreign language communication); psycho-emotional predisposition or predisposition to learning a foreign language; the problem of speech deficit (lack or insufficiency of the means necessary for communication); lack or distortion of communication motivation; absence or distortion of the means necessary for the implementation of the communication process.

The most effective and efficient means of overcoming the above difficulties and optimizing the formation of sociolinguistic competence are, as we believe, the following: the use of special "training" (speech) tasks and exercises that have a communicative focus (for example, typology exercises "conditional speech" (develop skills perform language operations in speech), "speech" (a specially organized form of communication) [2, 92]; communicative-speech nature of the basic units of instruction (sentences e and text); "principle of functionality"; approximation ("principle of communicative control"); modeling of real communication (principles of activity, situationally, visualization); activation of motives of speech activity [1, 98]. Interesting so-called a system-communicative method that includes the use of didactic games, the conscious assimilation of foreign-language phenomena by comparing them with similar phenomena in other languages, etc. [3, 37]. Thus, a correctly selected and correctly applied technique can greatly contribute to a faster and more durable mastery of non-native language.

IV. DISCUSSION

Teaching Russian as a foreign language is an area where, in addition to methodological research, much attention is paid to the problem of adapting foreign students to living and studying in Uzbekistan. Teachers of Russian as a foreign language are well aware that at the initial stage of training, many students encounter difficulties not only in mastering the Russian language, but also in communicating with others, with acclimatization, with living conditions, etc. Significant difficulties are associated with the lack of independent work skills: students do not know how to outline lectures, work with information sources, and analyze large amounts of information. A number of researchers [2], the pedagogical aspect of adaptation is considered as a set of features that determine the student's ability to adapt to an unfamiliar new learning system, the assimilation of a large amount of knowledge, the analysis of scientific material. Pedagogical adaptation requires the search for such content, forms and methods of educational work with which university teachers could prevent, mitigate and eliminate the negative consequences of maladaptation, accelerate the process of socio-psychological and pedagogical adaptation of students. By studying Russian as a foreign language, it is possible to solve a number of problems that can increase not only the level of training in the specialty, but also broaden the horizons of young people and develop a sense of aesthetic perception of the world around them. One of the most effective methods that stimulate the cognitive activity of students, contribute to the formation of a positive attitude towards the country of study and increase the motivation for further education, is the method of linguistic and regional interactive projects.

Teaching Russian as a foreign language sets as its task the students actively mastering Russian speech in order to communicate. Communication is carried out not only verbally (understanding the speech of other people and expressing one's own thoughts in a foreign language), but also in writing (reading and writing in a foreign language); and cannot be carried out without the student having a certain stock of words and the ability to use the learned vocabulary. Therefore, work on the lexical side of speech at all stages of teaching the Russian language is given an exceptionally large place.

Learning vocabulary causes the greatest difficulties, the main of which are the following:

- a large amount of vocabulary of the language;
- the complexity of each lexical unit;
- differences in the meaning of the words of the Russian and native language of students;
- the complexity of the lexical and grammatical organization of the Russian language (in the Russian language there are 4 thousand roots, 11 thousand word-formation models and about 300 inflections) One of the main tasks of describing a language for the purpose of teaching it to foreigners is the limitation of language material that is expedient and correct from the point of view of science. In this regard, the selection of educational material in the methodology is the first and decisive step in the process of constructing the content of training. The language material that makes up the content of the training is a set of homogeneous, in a certain respect, sets of language facts, which in the methodology are called "language minimums". The central place among linguistic minima is undoubtedly occupied by lexical minima. As the researchers indicate, the term "lexical minimum" is used in the methodological literature in two meanings. First, vocabulary minimums are lists of words that must be acquired at a certain stage in the study of a non-native language. Secondly, lexical minimums are often called educational monolingual and bilingual dictionaries for people studying a particular foreign language. The lexical minimum is the minimum number of words that allows you to use the language as

practical learning tool. On the other hand, the lexical minimum of 7 is the maximum number of words that a student can learn within a certain number of hours. Since it is impossible to master the entire vocabulary of the language, teaching vocabulary should be limited and manageable in a certain way, i.e. the question arises: how many words should a foreigner learn, in particular, the Russian language, and what should these words be?

Successful teaching of the Russian language of students is possible only when solving a number of methodological problems. Among these important issues is the definition of the lexical minimum for learning this language. How can a lexical minimum for teaching a foreign language be created? The answer to this question is unambiguous. The lexical system of the Russian language has the ability to undergo compression and at the same time maintain such an important property as consistency.

Therefore, the creation of the lexical minimum is carried out by means of compression and minimization of the lexical composition of the language to a certain level, which allows for the teaching of this language. The difficulty of minimizing vocabulary for students in the initial stage is the need to select, on the one hand, a basic vocabulary list (a sufficient number of words that allow communication within all the topics of verbal communication that are allocated for study and assimilation in this course), and on the other hand, selection elements, comparisons while maintaining reasonable proportions in the presentation of series and groups of words. Although certain linguistic criteria are taken into account when selecting lexical material (the semantic value of a word, its compatibility,

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frequency of use, word capabilities of a word, stylistic limitations, polysemy, word-formation value and some other characteristics), a minimized lexical array does not always accurately reflect the systematic vocabulary. This, of course, is due to the fact that the lexical system due to its complexity seems the most difficult to see. At present, vast experience has been accumulated in teaching foreign students the vocabulary of the Russian language. However minimization and organization vocabulary material of the initial stage of training remains an urgent scientific and methodological problem and requires further development.

V. CONCLUSION AND FUTURE SCOPE

Cultural (regional) projects suggest the development of linguistic and speech skills at a more or less advanced level of language proficiency through the organization of intercultural communication in order to get acquainted with the culture, history, ethnography, geography, economy, politics, the state system of partner countries, art, literature, architecture, traditions and everyday life of peoples etc. The implementation of the project method and the research method in practice leads to a change in the position of the teacher. From the carrier of ready-made knowledge, he turns into an organizer of cognitive activity and consultant. The role of students is changing: they are active participants in the process. Project activities help them learn how to work in a "team." In this case, the formation of constructive critical thinking takes place, the students develop their own view of the information, and the evaluation form is no longer valid: "this is true, but this is not true." As they acquire sociocultural knowledge, foreigners begin to discover elements of commonality and cultural differences, take them critically, analyze them, because to realize the differences means to master the incultural system of values [3]. Understanding the roots and origins of social stereotypes is an important step towards tolerance and acceptance of another world. All forms of socio-cultural adaptation of foreign students, their tolerant interaction with Russian society: a new the educational environment, spontaneous and unplanned language communication, overcoming the socio-psychological barrier, even getting used to the spatial organization of the metropolis (transport, movement, compliance with the rules of personal life, etc.) - certainly require the most comprehensive theoretical understanding and practical implementation, consolidation of the experience of specialists working in the field of intercultural interaction.

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