

# SOME FEATURES OF TEACHING THE RUSSIAN LANGUAGE IN UZBEKISTAN

**Norboeva D.Zh.**

SamIES, senior lecturer

Department of Uzbek language and literature

**Abstract.** This article is devoted to the study of the role of the Russian language as a language of interethnic communication. In sovereign Uzbekistan, the quality of training of highly qualified specialists who speak Uzbek and Russian is of particular importance. In a strong mastery of the Russian language, the upbringing of interest and love for it plays an important role. In order for a student to become interested in a subject, he must understand why he is studying it, feel the beauty, richness, expressiveness of the Russian language, deeply understand why the Russian language has become the language of interethnic communication

**Keywords:** education, interest, expressiveness of the Russian language, the language of interethnic communication, rich in cultural traditions, thematic conferences.

## НЕКОТОРЫЕ ОСОБЕННОСТИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В УЗБЕКИСТАНЕ

Норбоева Д.Ж.

СамИЭС, старший преподаватель

кафедра Узбекского языка и литературы

**Аннотация.** Данная статья посвящена изучению роли русского языка как языка межнационального общения. В суверенном Узбекистане качество подготовки высококвалифицированных специалистов, владеющих узбекским и русским языками, имеет особое значение. В прочном овладении русским языком важную роль играет воспитание интереса и любви к нему. Для того чтобы студент заинтересовался предметом, он должен понять, для

чего он его изучает, почувствовать красоту, богатство, выразительность русского языка, глубоко понять, почему русский язык стал языком межнационального общения.

**Ключевые слова:** образование, интерес, выразительность русского языка, язык межнационального общения, богатый культурными традициями, тематические конференции.

The Russian language in sovereign Uzbekistan retains its active role. Our republic, as a sovereign state, is expanding its economic ties with the states of near and far abroad. And in these cases, the Russian language, which has developed samples of business speech, contributes to the establishment of economic contacts. For the Uzbek people, Russian is the language of interethnic communication. At this stage, when the National Program for Personnel Training is being implemented in the Republic of Uzbekistan, the quality of training of highly qualified specialists who speak Uzbek and Russian is of particular importance. The main task is to develop students' skills of oral and written speech. Oral speech, in turn, involves the development of dialogic speech.

In a strong mastery of the Russian language, the upbringing of interest and love for it plays an important role. In order for a student to become interested in a subject, he must understand why he is studying it, feel the beauty, richness, expressiveness of the Russian language, deeply understand why the Russian language has become the language of interethnic communication. It is important to convey to the students' consciousness that the Russian language is a language with the deepest and richest cultural traditions, a language capable of serving all spheres of human activity, expressing the most complex scientific concepts and the most subtle movements of the human soul. Not without reason K.G. a great many good words and names" [1,74]. It is important that students realize the validity of such statements, fall in love with the Russian language, and burn with a desire to penetrate deeper into its secrets. For this purpose, the institute

holds Russian language olympiads, thematic conferences in Russian. This contributes to the improvement of the general language culture of students, the development of interest in the language as an academic subject [3,34].

**Analysis of literature on the topic:** A teacher of the Russian language working in national groups faces a difficult and responsible task - not only to teach students all types of speech activity in Russian, but also to instill the skills of the culture of Russian speech. Students, studying the Russian language, gradually master the norms of oral and written literary language - the rules of pronunciation, word usage, learn to use expressive language means in different communication conditions in accordance with a certain communicative situation [2,65].

Today it has become a recognized fact that non-Russian students should be taught, first of all, practical Russian speech, since one of the main functions of the Russian language as a means of interethnic communication is a communicative function. The ability to use the Russian language in all areas of social and cultural life, the ability to competently compose a business paper, speak at a public event, read scientific, technical and fiction is no less important.

Independent problem solving, of course, should be feasible for the student. In each group there are students who easily learn the material, but there are also those who are given new things with great difficulty. It is necessary to instill self-confidence in students, to help overcome difficulties that most often arise due to the lack of a Russian language environment. Therefore, the teacher is faced with the task of filling this gap [4,17].

The basis in the creation of the Russian language environment is the accumulation of vocabulary - the building material of speech. To develop speech is, first of all, to enrich the vocabulary of students. For this, vocabulary work is required. There are various ways to introduce words into students' speech. For example, when fixing the topic "Genus of nouns", students are explained the meaning of the phrases *independent republic, state symbols, the world community*. Finds out that these words refer to the topic "My Motherland is

Uzbekistan". With the help of a teacher, students make proposals for the lesson. Then these phrases are included in the coherent speech of students.

An important role in instilling interest in mastering the Russian language is played by differentiated tasks, which are widely used both when repeating what has been studied in order to consolidate and deepen knowledge, and when getting acquainted with a new topic. For example, tasks are differentiated when studying the topic "The city in which I live." Students are divided into three groups according to the level of language proficiency [3,27]. One group is asked to write an essay on a given topic. The other is to make sentences with key words. The third is to ask questions about the topic. So, each student receives a task that is feasible for him, the completion of which brings him satisfaction and, naturally, arouses interest in the work.

Teachers of the Russian language in Uzbek groups have the opportunity in the classroom to rely on the experience, knowledge, skills of students obtained in Russian language lessons in schools, lyceums and colleges. We are talking, for example, about such issues as sound and letter, significant parts of a word, sentence members, types of simple and complex sentences. The phonetic, grammatical and lexical concepts learned in the Russian language lessons in schools, lyceums and colleges are not explained as new in the Russian language lessons at the institute, but are only restored in the students' memory using the appropriate Russian terminology. The time saved in this way is used for students to perform other types of work. Most often, these are translations from Uzbek into Russian, from Russian into Uzbek, since they make it possible to compare the facts of the Uzbek and Russian languages, find common and particular in them, draw conclusions and generalizations. In addition, translations are one of the most effective ways to enrich students' vocabulary and improve literacy. It is important to choose such texts for translation that make it possible to solve spelling, syntactic and lexical tasks [5,26].

Practice shows that reading and retelling a literary text is very useful for activating the mental, creative activity of students. When retelling, students have the opportunity to make digressions, express their opinion about the course of events, go beyond the episode, and even introduce an element of conjecture. It is also important to aim students at the fact that they must not only recreate events, but also convey feelings and thoughts. Retelling creates a more favorable speech situation. And the vocabulary work that is carried out during the lesson contributes to the success in the work on retelling.

Great help in the development of students' speech is provided by self-preparation of reports. Self-prepared reports develop the skills of monologue speech, accustom students to public speaking. Preparing for the message, students develop the teaching to use scientific and popular science literature, select the most important material, skillfully use quotations, learn to consistently, coherently express their thoughts, enrich their vocabulary. Of course, the preparation of the report should take place under the direct supervision of a teacher who recommends relevant literature, gives advice on the selection of material, the content of the report, its composition [6, 90].

Modular education and its elements are also actively used in the practice of teaching the Russian language. Modular learning is based on an activity approach to learning: only that educational content is consciously and firmly acquired by the student, which becomes the subject of his active actions. Modular learning is based on the theory of developmental learning, the foundations of which were laid by J.I.C. Vygotsky. The implementation of this learning theory requires that the learner be constantly in his zone of proximal development. In modular education, this is achieved by differentiating the content and dose of the student's help in organizing educational activities in various forms: individual, pair, group, in pairs of shifts.

As a basis, educational material on the Russian language is singled out, which includes a complete block of information, a targeted action program and

teacher's advice on its successful implementation. The educational material is divided into thematic blocks, each thematic block fits into the rigid time frame of a two-hour lesson. For better assimilation of the content of the thematic block, the teacher follows the stages of the rigid structure of the modular lesson: repetition, perception of the new, comprehension, consolidation of what has been learned, control. Each stage begins with a target setting and an indication of a system of actions; each stage of the lesson ends with a control that allows you to establish the success of training. With the help of modules, the teacher manages the learning process. At the training session itself, the role of the teacher is to form the positive motivation of the student, to organize, coordinate, advise, control.

**Research methodology:** the work uses one of the most interesting types of learning technologies - a pedagogical workshop. The workshop, an unusual form of conducting a lesson, was developed in the practice of French teachers, representatives of the new education group (P. Langevin, Henri Vallon, Jean Piaget, and others). The essence of the technology under consideration lies in the fact that in the atmosphere of a uniquely organized educational process, students themselves acquire and comprehend knowledge of the Russian language.

**Analysis and results:** With the traditional organization of the learning process, in general, and in particular in the Russian language, only the teacher is always the source of knowledge. In the workshop, conditions are created for the independent promotion of ideas by schoolchildren, the further development of which takes place both in individual and in group and collective work. In the process of joint thinking about the problem, it is possible to transfer learning to a new qualitative level, which leads to a new vision of the problem.

The instability of the cognitive interest in learning in children, the lack of attention to the unit of language as a subject of study in the Russian language lessons make the teaching of the Russian language extremely difficult.

The use of the game helps, to one degree or another, to remove a number of difficulties, to study and consolidate the material at the level of emotional

awareness, which further contributes to the emergence of cognitive interest in the Russian language as an academic subject.

Students are especially interested in classes that take place outside the classroom. For example, a lesson on the topic “The city in which I live. Historical monuments of Samarkand” the teacher conducts with students in the form of an excursion to the world-famous sights of the city of Samarkand. Observations of students, their impressions provide rich material for creative work in the Russian language. This work is of great interest to students.

**Conclusions and offers:** As a conclusion, we can conclude that the attitude of students to the subject depends on the erudition of the teacher, his knowledge of his subject. Let us recall the famous words of Leo Tolstoy: “If you want to educate a student with science, love your science and know it, and your students will love you and science, and you will educate them; but if you yourself do not love her, then no matter how much you force her to teach, science will not produce an educational influence. . [3,43]. From the above, an open question arises: how to train teachers?

1. Teachers should be able to compose algorithms that, at the initial stage of training, should be explained in their native language if the speech environment is not enough or it is completely absent. The reason is that native speakers do not yet think in the target language.

2. It is necessary to observe the principle of the frequency of the use of words in order to activate the word faster for an effective result.

3. Work with the dictionary should be of high quality, while the dictionary - preferably electronic - should be used constantly.

4. Despite the limited number of classes, you should repeat the material every day.

5. Take into account the degree of preparedness of the audience (skills in working with dictionaries, skills in working with algorithms, memory training, etc.). This is far from a complete list of principles, in other words, the rules that

teachers should be guided by teaching Russian as a foreign language in the complete absence of a speech environment.

Our task is to ensure that a keen interest in the powerful means of unity and friendship - the Russian language does not disappear among students of national groups, and the constant improvement of oral and written speech gives students aesthetic satisfaction.

#### **List of used literature:**

1. Vereshchagin E. M. Language and culture. Three linguistic and cultural concepts E. M. Vereshchagin, V. G. Kostomarov; ed. Yu. S. Stepanova. - M.: Indrik, 2005. - 104 p.

2. Golev, N. D. Electronic correspondence as a strategy and tactics of teaching foreign languages (linguodidactic project) / N. D. Golev // Language and culture. –Tomsk: Publishing House Vol. un-ta, 2015. - No. 2. - P. 105–116.

3. Ter-Minasova S. G. Language and intercultural communication / S. G. Ter-Minasov. - M. : Slovo, 2008. - 624 p.

4. Kazarenkov, V. I. Higher school: Self-education in the training system specialists / V. I. Kazarenkov, T. B. Kazarenkova // Higher School: Problems and Prospects. - Minsk: RIVSh, 2015. - Part 2 - S. 60–65.

5. Murzin, L. N. Fundamentals of derivatology / L. N. Murzin. - Perm: Publishing House of Perm. un-ta, 1984. - 56 p.

6. Sologub, O. P. Online correspondence as self-learning / O. P. Sologub // Vestn. By whom. university - 2016. - No. 3. - S. 180-186.