

FEATURES OF TEACHING THE RUSSIAN LANGUAGE TO A FOREIGN LANGUAGE AUDIENCE IN THE CONDITIONS OF HIGHER PROFESSIONAL EDUCATION

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Abstract:

Various methods of teaching the Russian language to students in a foreign language classroom are considered, taking into account the profile of education. New ways of solving the problem of professional language teaching of students based on nationally oriented methods are discussed.

Keywords: Russian language, Russian as a non-native language, foreign-language audience, ethnomethodology, native language and culture.

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В ИНОЯЗЫЧНОЙ АУДИТОРИИ В УСЛОВИЯХ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация

Рассматриваются различные методики обучения русскому языку студентов в иноязычной аудитории с учетом профиля образования. Говорится о новых путях решения проблемы профессионального языкового обучения студентов с опорой на национально ориентированную методику.

Ключевые слова: русский язык, русский язык как неродной, иноязычная аудитория, этнометодика, родной язык и культура.

Introduction

In modern methods of teaching Russian as a non-native language, the idea of ethnomethodology, focused on the specifics of teaching the Russian language in a particular national audience, is actively developing. In this regard, special textbooks and teaching aids,



methodological recommendations are being developed to help teachers approach the organization of the educational process, taking into account the national, cultural and linguistic characteristics of students. This problem is also relevant for teaching the Russian language to foreign-language audiences in the higher education system.

Modern linguodidacts outline new ways to solve the problem of professional language teaching of students based on nationally oriented methods.

According to the curriculum for Russian as a second language, during their undergraduate studies, students must master language knowledge, develop and improve speech skills and abilities in areas relevant to students: educational, scientific, professional, socio-cultural, taking into account the specifics of the specialty, form some aspects cultural component of communicative competence.

The established traditions of teaching Russian as a non-native language in Uzbekistan have their own differences and characteristics. As modern researchers note, "the collectivist (Eastern) type of culture, conscious approach, grammar-translation method of teaching Russian as a foreign language, which dominated educational institutions for many years, came into conflict with the individualist (Western) type of culture, with a combined approach, communicative- activity-based teaching method."

The basis of education in Uzbekistan was constant learning by heart. While studying a foreign language, students memorized texts, and when translating, literally looked up every word in the dictionary. And at present, in the methodology of teaching Russian as a non-native language, the direct teaching method, clarity, is relevant. We strive to teach students to understand new vocabulary, based on situational explanations, and try to develop their linguistic conjecture. Therefore, students studying in foreign language groups experience certain difficulties due to the use of different approaches and methods in teaching languages at universities.

Most works examine linguodidactic problems of teaching vocabulary, phraseology, grammar of the Russian language, and the development of speech and communication needs of students. Researchers have noted difficulties in mastering such grammatical materials as the categories of gender, number and case of nouns; categories of verb aspect and tense; formation and use of participles and gerunds. In particular, the problems of Uzbek students mastering Russian pronouns have not yet received methodological coverage. It is advisable to give the grammatical system of the Russian language "on the basic principles of functional grammar, which facilitates students' understanding and assimilation of grammatical categories and structures and their semantic properties."

To successfully master the Russian language at all stages of its study, the teacher must rely on linguodidactic teaching principles, including taking into account the specifics of the students' native language and culture. Linguodidacts indicate the following principles as the basic principles of teaching Russian as a non-native language: communicative orientation of teaching; unity of knowledge acquisition and the formation of its practical use; taking into account the characteristics of students' native language; cultural orientation of training; dialogue of cultures; differentiated learning, etc.



Taking into account the characteristics of students' native language when mastering a second (non-native, foreign) language makes it possible to successfully plan the course of the educational process. "The most important methodological principle of teaching the Russian language to foreigners is taking into account the students' native language. Currently, the principle of taking into account the native language is not debatable; it is recognized by almost everyone."

The principle of taking into account the native language assumes that when selecting educational material and its introduction, the difficulties of the Russian language associated with the characteristics of the native language are taken into account. The need to analyze the characteristics of the Uzbek language in comparison with Russian is dictated by the urgent need to describe, specify and substantiate the difficulties that representatives of the Uzbek people face when mastering the Russian language and Russian culture, including academic and educational ones.

Currently, in linguodidactics there are many different methods of teaching the Russian language to students, taking into account the profile of education. We believe that the issues of language training of students in the conditions of higher professional philological and pedagogical education remain relevant.

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