

LANGUAGE ASPECT OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

The success of practical teaching of a foreign language must largely correspond to the communicative goals of learning foreign languages. The theoretical foundations of foreign language teaching include various approaches, theories and methods aimed at developing various aspects of students' language competence. The article analyzes the main aspects of teaching Russian as a foreign language, various methods and approaches to developing skills in understanding and using the Russian language.

Keywords: linguistics, foreign language, aspect, speech, method, semantics, pragmatics, grammar, syntax, phonetics, morphology, writing, reading, listening, oral speech, perception, language, modern method, meaning, methodology, element, monologue, dialogue, communication.

Introduction

Teaching Russian as a foreign language is based on several theoretical approaches that determine teaching methods and strategies. Some of the main theoretical approaches include: behavioral, cognitive, communication and sociocultural approaches.

These theoretical approaches promote various methods of teaching a foreign language, such as learning through games, sharing information, interacting with native speakers, etc. The choice of a specific method depends on individual needs, goals and the learning context.

One of the main theories is the communicative approach, which is based on the use of language in real communication situations and the development of communication skills in a foreign language. This approach emphasizes the importance of grammar, vocabulary and communication skills.

Of no small importance is the cognitive approach, which assumes psychological processes associated with language acquisition, such as perception, attention, memory and thinking. He emphasizes the importance of understanding the structure of language, its role in thinking processes, and the development of language competence.

There are also theories that focus on teaching specific skills, such as writing, reading, listening and oral comprehension. These theories develop techniques aimed at developing appropriate language skills.

Language training also includes the study of linguistic theories such as syntax, semantics, phonetics and morphology, as well as cultural aspects of language such as the customs, traditions and values associated with a particular language group.

Thus, the theoretical foundations of language teaching include various approaches, theories and techniques aimed at developing various aspects of language competence in students.

The linguistic aspect of teaching RFL includes various aspects that must be taken into account when teaching this language. Let us present the main theoretical foundations and methods used in teaching RFL: grammar and vocabulary; oral and written speech; listening and reading; cultural aspect.

The main methods used in teaching RFL include a communicative approach, focusing on the development of communication skills, the use of authentic materials, role-playing games, discussions and other Russian language methods that promote active practice.

Thus, teaching RFL includes various aspects and methods aimed at developing skills in using and understanding the Russian language among students.

The phrase “technique of teaching RCT” has several meanings:

- pedagogical science, theory of teaching a particular discipline;
- theoretical course, academic discipline;
- a set of forms, methods and techniques of a teacher’s work, i.e. “technology” of professional and practical activities of a teacher.

In relation to teaching a non-native language, the methodology of teaching foreign languages is a science that studies the goals, content, methods, means, organizational forms of teaching, as well as methods of teaching and education based on the material of the language being studied.

Perhaps no aspect of language teaching has been the subject of such intense discussion and debate over the years as grammar. Grammar was understood differently; it played and continues to play a different role not only in teaching native or foreign languages, but also in general in the education system of individual countries of the world.

It should be noted that in the 20th century, linguists and methodologists especially often began to include in the concept of “grammar” various sections of the science of language, for example, word formation and phonetics, as well as spelling, elements of lexicology, phraseology, stylistics or the sections “Semantics”, “Pragmatics” etc., which in turn are included in grammar textbooks of different languages.

To solve modern problems of increasing the effectiveness of teaching a foreign language, it is necessary to give a clear answer to the question: what are the differences between scientific grammars and specific grammars of foreign languages. To answer this question, it is necessary to clarify the objects of linguistics and the methods of the subject “foreign language”.

According to linguists, the object of modern linguistics is language (in the full scope of its properties and functions): structure, functioning and its historical development. The object of modern methodology is the goals and patterns of teaching a foreign language, the content, forms and methods of teaching.

To this day, there are trends towards reducing the role of grammar in teaching RFL. Many teachers note that educational and developmental goals in teaching are not achieved due to the fact that students, when studying traditional grammars of a foreign language, according to numerous observations, do not understand either the practical significance of studying grammatical terms and concepts, or the goals of grammatical analysis. Tendencies towards the elimination of traditional educational grammar also appeared in the 60-70s after the emergence of the theory of generative grammar of a foreign language by N. Chomsky, transferred to the methodology [5.]. And in recent decades, there has been a tendency to excessively reduce the role of grammar, which has led to a significant increase in the number of errors in students’ speech.

On the other hand, we can give examples of the preservation of the role of grammar in teaching a foreign language, as evidenced by domestic programs and textbooks, which in some cases are created

not on the basis of methodological expediency, but under the influence of special opinions of linguists, as well as a number of socio-political factors.

Currently, in connection with the assertion of the leading position of grammar in the formation of communicative competence, the problem of developing grammatical skills is one of the most pressing. Grammatical skills are heterogeneous in nature and thus require an integrated approach that affects all of its main aspects: the characteristics of grammatical skills, their types and formation.

Often the speaker chooses a model that is adequate to his speech intention. When we need to promise something to our interlocutor, then, depending on the situation and relationship with the interlocutor, we say: " I will do it ." Or " Okay, I promise you ." Or: " Okay, okay, I'll do it, " etc. This happens if the form of the future tense verb is learned along with the "promise" function.

It may seem that correlation with the situation is inherent only in the operation of choice. But this is not so: it is also inherent in the operation of formalization, albeit indirectly, through what linguists call grammatical meaning. For example, the phrase: " There is a lot of construction in the city " can express both confirmation and denial of the interlocutor's thoughts (i.e. completely opposite speech functions), but in both cases the use of an indefinite personal pronoun in it means bringing the action itself to the forefront, and not its manufacturer. The choice of model also depends on how much the speaker has mastered its grammatical meaning (in this case, the uncertainty of the character). And it is precisely closely connected with the design of this model, because the form and its meaning are united and inseparable. In other words, the grammatical meaning, on the one hand, is associated with the design of the model, on the other, with the situation, on which the choice depends.

Understanding and recognition of this entails a refusal to sequentially form first the operation of design (in language and similar exercises), and then the operation of choice (in speech exercises), because in this case the design is forced to be separated from the situational and therefore a mechanism for situational monitoring is not developed. formatting of the statement. The named mechanism is developed only if form and function are acquired in parallel, with the leading role of function, as is the case in conditioned speech exercises.

Both operations - choice and design - are synthesized in the grammatical skill into a single action that has the qualities of a speech skill as such.

The method of teaching RFL is based on linguistics as one of its basic sciences and in its linguistic foundations solves issues related to the characteristics of the linguistic patterns of the language being studied, the features of its grammatical structure, phonetic and lexical system, as well as issues of selection and organization of language and speech material.

The linguistic foundations of the methodology for teaching RFL are thus understood as linguistic and speech material, selected in a certain way and methodically organized in accordance with the principles of this method, the purpose of teaching, the intralingual patterns of the language being studied, as well as taking into account the possible difficulties of its acquisition by a given language audience of students .

For the methodology of teaching RFL, the distinction made in linguistics between language and speech is important. Language is a specially developed and acquired sign system of units of different levels and rules for operating them in the process of speech activity [3, 208 pp.].

Speech, according to the psychologist's definition, is a way of forming and formulating thoughts through language [4, 31 pp.].

Elements of language are organized according to formal semantic criteria. They are characterized by paradigmatic (associative) and syntagmatic connections that determine their role and place in the language system.

Units of speech include situationally determined utterances of varying length, in which the elements of language are organized according to semantic and communicative characteristics. In other words, units of speech necessarily relate to a specific communication situation.

Units of speech are characterized by speech connections, which represent the unity of content and form of its expression.

From the position of a personal-active approach, in the process of teaching RFL, teaching is carried out not in language or speech, but in what they “meet” in, that is, speech activity.

Speech activity is the process of verbal interaction between people, the exchange of thoughts in order to satisfy the spiritual need of communication [3, 208 pp.]. It is an active, goal-oriented process of transmitting or receiving a message, mediated by the language system and conditioned by the communication situation, i.e. process of production, reception.

The main types of speech activity, as is known, include speaking, listening, reading, and writing.

Thus, in the structure of the goals of teaching foreign languages in primary school, the listed types of speech activity occupy an important place.

Speaking is presented in the form of monologue and dialogic speech.

Monologue speech is a continuous, logically connected, complete in meaning statement of one person, which is characterized by the presence of a theme, an idea and a communicative orientation.

Dialogical speech is an exchange of statements generated one after another during a conversation between two or more interlocutors. The combination of two or more adjacent remarks, interconnected in meaning and (or) structurally, constitutes a dialogical unity [1, 238 pp.].

The success of teaching practical knowledge of a foreign language is largely determined by the organization of language material, which must be adequate to the communicative goals of teaching foreign languages. It must be complex, since only a complex unification of aspects of language in speech units on a syntactic basis - at the sentence level - can be the basis of speech communication.

The basis for teaching speech activity in a foreign language is not individual words and the rules for combining them into sentences (aspect organization), but ready-made speech formations in which vocabulary interacts in a certain way with grammar and phonetics in accordance with the norms of the language being studied (complex organization). [2, 288 p.].

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