

# Some Aspects of Teaching the Russian Language in Foreign Languages on the Example of the Republic of Uzbekistan

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## ABSTRACT

The given article is devoted to different aspects of teaching the Russian language in foreign-language groups in the Republic of Uzbekistan. Based on a brief overview of the linguistic situation and the language environment in the Republic and the special situation of the Russian language, the author singles out the features of teaching the Russian language in foreign language groups.

**KEYWORDS:** *Russian language teaching, foreign-language groups, linguistic situation, language environment*

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Tolerant ethnopolitics, which is being conducted at the state level in the Republic of Uzbekistan, significantly contributes to the development of a multi-ethnic environment. The Law "On the State Language", adopted in 1989, created the conditions for the development of all languages by observing the principle of equality in language policy. The widespread use of Russian, Kazakh and other languages in Uzbekistan is not associated with the legislatively established status of languages, but with the real linguistic situation and the language environment in which these languages often perform the functions of international languages of communication in the Republic. This situation is explained both by the post-Soviet space, the ethnic composition of the Republic, and the communicative features of the language itself.

Uzbekistan is a multi-ethnic republic, and representatives of various nations choose Uzbek, Russian and other languages of interethnic communication as a language for communication. Many media contribute to multilingualism through the publication of print media, television and radio broadcasts in several languages.

In the modern socio-political and cultural life of the Republic of Uzbekistan, the Russian language plays an important role, which is perceived as an intermediary language in a multi-ethnic environment and as a carrier of scientific and technical information, and therefore, special attention is paid to the Russian language in the Republic [1].

In these conditions, special attention should be paid to various aspects of teaching the Russian language in the Republic of Uzbekistan. The main aspect of teaching the Russian language in Uzbekistan is that it is an indispensable part of the educational standard. At the same time, the Russian language at the same time can be both the language of instruction and the subject of study. In the first case, we are talking about educational institutions with the Russian language of instruction - more than 8% of schools in Uzbekistan with the Russian language of instruction. In all universities of Uzbekistan, training is carried out in Uzbek and Russian,

The Russian language as a subject of study in educational institutions is provided as a second (non-native) language for schools with a non-Russian language of instruction and as a foreign language for citizens of foreign countries. Such a division is connected with the existence in Uzbekistan of various mono and bilingual ethnic groups.

The Uzbek-Russian bilingualism that exists in society favorably affects the mastery of the Russian language by students of the Uzbek school, contributing to natural bilingualism, however, teaching the Russian language in foreign-speaking groups, mainly for foreign citizens and other monolingual ethnic groups, is characterized by more significant difficulties in mastering the Russian language.

Russian language is one of the most difficult languages in the world due to its characteristics: phonetic, grammatical and lexical. In the framework of teaching the Russian language in

foreign language groups, the mastery of the students' speaking, listening, reading and writing skills deserves special attention. In this case, it is necessary to take into account the principle of the presence of a Russian-speaking environment in Uzbekistan, which will contribute to a more effective mastery of the Russian language as a foreign language. In this context, the methodological system of teaching Russian as a foreign language in the Republic of Uzbekistan will differ significantly from teaching it in Japan, Australia or a number of Western European countries. The presence of the Russian-language environment allows us to highlight the following features in teaching Russian as a foreign language:

- the possibility of implementing the approach in teaching "from reality to the text",
- reduction of excessive normalization and standardization of knowledge inherent in teaching Russian as a foreign language outside of Russia;
- the need to take into account various factors of motivation among students of the Russian language as a foreign language for using an individual approach to learning and differentiating educational material.

The implementation of the approach to teaching "from reality to text" when teaching the Russian language in foreign-language groups is possible using the method of speech or communicative situation, which includes the following factors [2, p. 55]: certain circumstances of the communication situation, relations between people, involved in communication, verbal motivation and the implementation of the act of communication itself, with the help of which a new position or incentive for further communication is created. In view of the Russian-language language environment in the Republic of Uzbekistan, for foreign-language students such communicative situations arise daily at the level of everyday communication: in transport, in a store, in an educational institution. This contributes to the development of communicative skills in speaking and listening, not only in the classes of the Russian language, but also in extracurricular time, the expansion of the lexical stock and the perception of grammatical constructions. Particularly important in the process of teaching is the analysis of such communicative situations from real life, that is, the implementation of the "from reality to the text" approach.

The presence of a linguistic environment also causes a natural decrease in the excessive normalization and standardization of knowledge, which are inevitable in a non-linguistic environment. The ability to use news feeds, radio and television programs, media articles in the teaching process, for example, in the practice of listening skills - listening comprehension significantly increase the effectiveness of modern learning.

In the process of teaching Russian as a foreign language, it is necessary to take into account various motivations of students. So, among foreign students of Russian language courses, the following motivation for mastering the Russian language is noted:

- for admission to a Russian-language educational institution,
- motivation associated with comfortable planned living in a Russian-speaking country,

- motivation in the aspect of mastering the culture of the country,
- mastery of the Russian language for doing business and others.

Differentiation of training according to similar motivational criteria is possible both within the framework of a program of one or another level of language acquisition (for example, "primary" A1 and "basic" A2 make it possible to communicate at the household level, but are insufficient for entering a Russian-language higher education institution for training, level B2 "Confident" allows you to enter the undergraduate program), and within the framework of the formation of a special training program, for example, a business Russian language program, or studying the Russian language for diplomatic purposes. Thus, the current Russian Center for Science and Culture in Tashkent is the Representation of Rossotrudnichestvo in the Republic of Uzbekistan, whose activities are aimed at strengthening the position of the Russian language.

Russian centers of science and culture in the Republic of Uzbekistan are venues for educational events, establishing contacts between Russian scientists and their foreign colleagues, youth cooperation, as well as events for the selection of foreign school graduates to study at Russian universities within the framework of quotas allocated by the Russian Government Federation. The functioning of such centers contributes to the principle of accounting for mono-ethnic groups of students due to the differences in their cultural and linguistic experience for the formation of foreign-language groups. However, in our opinion, it is often more efficient to form groups of foreign students from students of different countries to stimulate their communication exclusively in the language of study, and not in their native language.

Summarizing, it should be noted that Uzbekistan has extensive experience in teaching the Russian language in foreign language groups, defined as a favorable language environment, high demand for learning the Russian language among foreigners, and effective training programs based on educational Russian standards. Such textbooks are similar to the Oxford ones in English and present material in a playful way, realizing a situational approach for more effective mastery of vocabulary.

The issue of modern trends in teaching Russian as a foreign language also deserves special attention in the issue of teaching Russian as a foreign language. So, the goals of learning the language, the needs of students and the learning environment have changed at present. In particular, collective work with students was transformed into a more individualized work when students themselves began to determine not only the linguistic, but also the cultural component of the learning process [3]. Of particular importance was the acquisition of communicative competence, i.e. the person's ability by means of the studied language to carry out verbal communication in a particular field of activity, which is greatly facilitated by the multilingual environment and the availability of technical tools and educational Internet resources for each topic of training.

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