

Main Methods of Studying Russian as a Foreign Language

Mirsagatova Umida Zakhidovna¹, Imamalieva Manzura Anvarovna²

¹Associate Professor of the “Languages” Department of Tashkent Chemical-Technological Institute

²Senior Lecturer of the “Philology” Department of Renaissance Educational University

ABSTRACT

The article examines the main methods of studying Russian as a foreign language. It analyzes the development of oral and written speech of students, instilling the ability to work with text, enriching vocabulary, expanding horizons.

KEYWORDS: *studying Russian language, developing oral speech, enriching vocabulary, expanding horizons, grammar-transformational method.*

Studying Russian as a foreign language is an important area in modern education and cultural exchange. The methods and problems associated with this process are of great importance for both students studying Russian and for teachers and linguists.

One of the main methods in studying Russian as a foreign language is the communicative method. It focuses on developing communication and interaction skills in real language situations. Students learn to speak, listen, read and write in Russian using a variety of authentic materials such as texts, audio recordings and videos. This method allows students to acquire practical skills and quickly integrate into the Russian-speaking environment.

Another common method is the grammar-transformational method. It focuses on studying the grammar rules and structures of the Russian language. Students analyze and apply grammatical concepts to correctly construct sentences and texts. This method helps to understand the features of Russian grammar and the logic of the language.

However, studying Russian as a foreign language can encounter some problems. Firstly, the complexity of Russian grammar and morphology can be challenging for international students. For example, cases, declensions and verb conjugations require careful study and practice.

Secondly, pronunciation and intonation can be challenging for students, as Russian has its own peculiarities in pronunciation and stress. This can create difficulties in communication and listening comprehension.

In addition, an important problem is the lack of teaching materials and qualified teachers specializing in Russian as a foreign language. To successfully study, students need access to quality textbooks, audio and video materials, as well as experienced teachers.

Thus, learning Russian as a foreign language is an important and relevant area in modern education. Methods of teaching Russian are varied and suitable for different learning styles and student needs. However, there are also some issues related to the complexity of the language and the availability of educational resources that require attention and improvement.

Another problem may be the cultural context and mental characteristics of the Russian language. Learning cultural norms and customs associated with the language is also an important part of learning Russian as a foreign language. It helps students better understand and interact with Russian speakers in a variety of situations.

It should also be noted that learning Russian as a foreign language can be more effective when students are immersed in the language environment. Living and studying in a Russian-speaking country can contribute to rapid acquisition of the language and immersion in its cultural environment.

An important aspect in learning Russian as a foreign language is also the use of modern educational technologies and online resources. Modern applications, online courses and educational platforms provide students with access to a variety of educational materials and the opportunity to communicate in Russian with native speakers. In conclusion, studying Russian as a foreign language has its methodological aspects and problems, but with the right approach and use of modern educational resources, it can be successful and productive. It allows students not only to master language skills, but also to expand their cultural and intercultural experience, which makes it an important component of education in the modern world.

Speech development is a large and complex area of methodology of the native Russian language. Complex because it concerns such a complex phenomenon as human speech, and is related to school subjects: Russian language and literature, which primarily serve the tasks of developing students' speech.

Speech development in Russian language lessons is all the work carried out by a language teacher specifically and in connection with the study of the school course (grammar, word formation, spelling, etc.) so that students master language norms (pronunciation, lexical, morphological, syntactic), as well as the ability to express their thoughts orally and in writing, using the necessary language tools in accordance with the purpose, content of speech and conditions of communication. In order for school students to acquire certain knowledge about how a description is constructed, what requirements are imposed on an oral report, what is the significance of systematization of material for an essay, the teacher must use various methods of both reproductive and productive types, i.e. students acquire ready-made knowledge, reproduce known methods of activity and independently discover new knowledge "subjectively". In this case, the teacher uses conversation, storytelling, work on a textbook, exercises as a means of implementing the specified teaching methods, a form of organizing the cognitive and speech activity of students.

Main forms of work

Conversation. In work on developing coherent speech, conversation is the main one. The following types of conversation are distinguished: 1) conversation on the text or text analysis; 2) analysis of elements and parts of the text (formulations of topics, plans, materials for the statement); 3) conversation about what is depicted in the picture, about what was seen on the excursion, etc.

Text analysis. Only by analyzing the text can we determine its content, structural features, compositional and linguistic design. Text analysis can include analysis of content, methods of revealing the author's intent, means of organizing the text, its structure, analysis of the composition of the speech work, analysis of the features of linguistic design (language analysis) depending on the didactic task of a certain stage of work.

In school education, a distinction is made between: 1) analysis of the source text, which is carried out at the stage of preparation for presentation; 2) analysis of the text at the stage of preparation for the essay; 3) analysis of the text created by students.

1. Analysis of the source text is necessary for students to understand what is said in the text, on the basis of which they will create their own text. Understanding the content and structure of the text is a condition for successful reproduction. Therefore, in the process of conversation on the text, it is important to ask questions that would help students determine the main idea of the author, highlight the main, establish the sequence of events, their cause-and-effect relationship, the structure of the text, the features of its language design. The analysis of the content and structure of the source text ends with the preparation of its plan. This work is very important and necessary in a modern school, since 9th grade graduates, completing part C1, write a summary. Therefore, this type of work should be started from the 5th grade.
2. Analysis of the text at the stage of preparation for the essay. Here, a complete speech work or part of it can be analyzed. A sample text has long been used in teaching coherent speech. This text allows you to acquaint students with the features of the upcoming statement; organize a search and lead children to an understanding of the essence of some important concepts of the speech plan. Thus, comparing the description of the same object in different styles allows you to acquaint students with a business and artistic description, the analysis of sample texts selected on one topic leads students to an understanding of the concept of "ways of revealing the main idea (intention) of the statement." An essential function of this technique is that it prepares students to edit someone else's and their own text, since the analysis of shortcomings involves a search for the correct, best option for expressing a thought and is often accompanied by or ends with the correction of the text proposed for analysis. Therefore, it is very important to offer a text with a limited number of shortcomings and errors for analysis, so that this work is purposeful, is feasible for students, and so that after the corrections are made, a completely satisfactory text is obtained.
3. Analysis of the text created by students. First of all, these are statements and discussions of students, during which some results of a certain stage of the work are

summed up. Children learn the requirements for oral and written statements, get used to being self-critical of their speech. Students learn to listen, make sketches and speak in conditions close to those that exist in life, for example, in discussing topical issues of our time. The teacher's help in this work is very important: how to correctly determine the main idea of the text, how important it is to teach children to listen to the statement, how to correctly use certain means of sound expressiveness of speech. In order to involve as many students as possible in the discussion, it is necessary to first give the floor to students with weak and average speech training. It is important not to interrupt either the person who read what was written or made an oral statement, or those who take part in the discussion. Every minute comments prevent children from "thinking publicly" and destroy the situation of real live communication during the conversation.

Analysis of text elements. Analysis of the wording of essay topics, plans, materials for the statement is used at the stage of familiarizing students with a particular concept or method of activity. School students should be able to independently analyze the topics offered for essays (in order to make a choice and determine the boundaries of the chosen topic), the compiled plan and prepared materials, correlating them with the topic and the idea of their statement. The latter is extremely important for developing self-control skills. Conversation about a painting, film, observations. This work is carried out so that students understand the artist's idea and how this idea is realized. Therefore, the teacher needs to think through all the questions for discussion so that this very idea is heard in the students' answers. As for the conversation about observations, in this case the teacher's task is not to impose his opinion, but at the same time to help the student. To identify different approaches to revealing the topic, to note among them the most interesting, original, to contrast different points of view, to suggest other possible ways to solve the problem, to indicate sources of obtaining material unknown to children.

A word (story) of the teacher. The teacher's word in coherent speech development lessons creates a certain emotional mood in students, stimulates their creative searches, awakens the desire to express their thoughts as best as possible - that is why the kind, interested tone of the teacher's statements is so important. Where does the teacher's work begin: first, the teacher always sets the goal of the lesson on speech development, and then tells about what kind of work is to be done, what is to be learned in the lesson. Often the teacher reminds children of what they can already do, how they are prepared for the upcoming work. Establishing a connection with the previous, the teacher sets new tasks to show the students their forward movement.

Drawing up a plan, working materials, compositional scheme. The peculiarity of the considered teaching method is that it is simultaneously a way of speech activity, i.e. the subject of training. Starting from elementary school, the child learns to draw up a plan of the original text, and then, relying on their skills, the teacher teaches them to plan their own statement (essay). For this purpose, collective drawing up of a plan (or drawing up a plan under the guidance of a teacher) is used. Drawing up a plan is used in preparatory work for presentations, for essays. Collective drawing up of working materials is also used. At this time, it is important to teach children to master these skills, because later on, students

themselves will make a presentation plan and a plan for their own statement, they themselves will select the material and make the necessary preparations for the essay. And the sooner the teacher can provide students with such an opportunity, the better, if we keep in mind the development of creative independence of students. A collectively drawn up plan, like working materials, predetermines the content, sequence, and often the style of students' statements and thus constrains their creative searches.

Speech development is different for each child. It is determined by many factors: the success of learning in Russian language and literature lessons, the natural characteristics of their speech, the level of general development, the influence of the speech environment at school and at home in which they are daily. Taking these factors into account is the most important prerequisite for the successful work of a Russian language teacher on the development of speech of school students and the improvement of its culture. Observing the world around them, listening to the teacher, reading books, fantasizing, children learn to penetrate the essence of things, explain the reasons for what is happening, and convey in their own way through speech what they saw and heard.

They are characterized by a desire for both consistency and expressiveness of presentation. But they need the help of a teacher, his instructions on how best to construct statements, where and how to find the most accurate and expressive images and words; at the same time, they require from him an attentive and careful attitude to their thoughts, feelings, speech, daily care for stimulating creative activity. Speech development proceeds more successfully in a favorable speech environment. The speech environment is the family, class, school; adults and friends with whom the child constantly communicates.

A favorable speech environment is formed where there is a great interest in books, in reading, where intellectual needs

constantly arise and are satisfied, where the desire for a high culture of speech is revealed. Therefore, the task of the Russian language teacher is to create, first of all, this favorable speech environment. After all, it is then that there will be more children who know the norms of the literary language. A child in a modern state must competently express his thoughts and feelings, be able to substantiate his personal opinion.

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