



FEATURES OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN THE DIRECTIONS OF PRIMARY EDUCATION IN PEDAGOGICAL UNIVERSITIES

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Abstract

The article analyzes the features of teaching Russian as a foreign language in primary education, for teaching in the phonetic, lexical and grammatical aspects of pedagogical purposes. The article discusses the methods of teaching Russian as a foreign language, the classification of learning stages.

Keywords: communicative method, learning stage, introductory phonetic course, semantics, prepositional case system.

At present, the need for knowledge of the Russian language has grown significantly - this was preceded by a number of both political and economic reasons, especially in countries where the percentage of the Russian population is small, and the need for such knowledge has sharply appeared.

Russian as a foreign language is the study of the Russian language according to the scheme of teaching it like any other foreign language, usually like English; the Russian language is taught to foreign citizens. In this case, RFL should not be confused with Russian as a non-native language, since the second language is taught mainly directly in the country, but in those regions where other languages are the indigenous language. The study of Russian as a foreign language is fully interconnected with other scientific disciplines, such as cultural studies, linguistics, the history of the country of the language being studied, and even pedagogy with ethnopsychology. All these branches will be aimed at creating an understanding of the language being studied, the Russian mentality for even deeper immersion in the topic of study. Russian is a rather difficult language to learn, so a foreigner will not be able to study using ordinary textbooks for secondary schools in Uzbekistan. To study RFL, special manuals and auxiliary materials are created. Such textbooks can not only teach grammar and help to replenish the student's vocabulary, but also provide this knowledge from the perspective of a native speaker of a foreign language for better understanding and stress-free learning.

At present, the teaching of the Russian language to immigrants from other countries takes place mainly in Russian, with the help of linking methods among groups in which students with different native languages are gathered.

There are a large number of methods in the methodology of teaching Russian as a foreign language. Lebedinsky S.I., Gerbik L.F. in the manual "Methods of teaching Russian as a foreign language" the most common methods in practice are distinguished:

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- grammar and translation (preference is given to the transition from consciously learned grammar rules to the formation of speech skills and abilities)
- consciously comparative (involves comparison with the native language in order to exclude negative interference and use positive)
- audiolingual (automation of speech in the target language through multiple listening to audio recordings)
- audiovisual (used in intensive learning, lexical and grammatical material is limited to a colloquial style of speech, visual and auditory visual aids are widely used)
- consciously practical (all attention is directed to speech practice)
- communicative (language learning is a model of natural communication in the target language)

At the present stage of development of RFL teaching methods, the most effective method is considered to be communicative.

In conjunction with the introductory phonetic course, at the initial stage, mastering the lexical minimum occurs. A.V. Kovaleva gives the following stages of work with vocabulary:

- presentation (includes the presentation of a lexical unit in context and its semantization). At the initial stage, it is permissible to use translation to explain the lexical meaning of the word; visual aids or antonyms are also used;
- organization of learning new vocabulary by students (various types of exercises can be used here: recognition, choice, arrangement in a certain order, etc.);
- control of assimilation of lexical material (can be organized in the form of a crossword puzzle or riddles).

An important issue is the selection of grammatical phenomena at the initial stage. N.V. Shtykova gives a list of grammatical topics that are mandatory for mastering at this stage. This includes the category of gender, animateness/inanimateness, numbers, prepositional case system, noun-adjective agreement, paradigmatics of the Russian verb, verbs of motion, verb form, grammatical basis of the sentence, word order, compound and compound sentences.

The greatest difficulty in the grammatical aspect is the prepositional case system due to the presence of several functions for each case, hard and soft options when changing inflections, as well as changes in cases not only of nouns, but also of adjectives, pronouns, numerals. A.M. Kovaleva notes that the most important thing in the study of cases by foreign students is the explanation of their meanings. If at school, in Russian language lessons, children learn cases using case questions (who/what, whom/what, to whom/what), and then automatically use case questions in speech, case questions will not help foreigners. So, for example, it should be explained that the nominative case denotes the subject of the action, and the accusative case denotes the object, the genitive case is needed to denote the person who owns something or expresses the absence of



an object, the dative case is used to denote the addressee of the action, the instrumental case in the meaning of the compatibility of the action, and the prepositional case expresses the object of thought, etc.

As for the methods and techniques for studying cases, there is no consensus among methodologists. Some (Z.I. Ievleva, V.N. Vagner) are supporters of the concentric presentation of the material, when all cases are introduced at once, but the grammatical skill is worked out only in one part of speech. Most textbooks on Russian as a foreign language reflect the linear principle, that is, cases are introduced gradually, but each new case is practiced on nouns, pronouns, and adjectives.

Within the framework of the communicative methodology of teaching Russian as a foreign language, the criterion for compiling a sequence for studying cases is the frequency and regularity of using these forms in speech. After getting acquainted with the nominative case, methodologists recommend introducing the accusative (it is necessary at the stage of self-presentation, and is also easy to form), then the prepositional (to determine the place), then the genitive (to indicate the absence of something). The dative and instrumental cases are used less frequently in live speech, so it is advisable to study them last.

Following this method, it is possible to teach foreign students the prepositional-case system of the Russian language in a short time.

The verbal system of the Russian language is also an important component. Verb control is practiced along with the study of the prepositional case system. Difficulties may arise with verbs of motion (go-walk). It is necessary to immediately explain the difference between unidirectional and multidirectional movement.

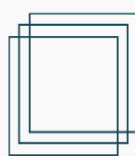
Thus, the initial stage of learning Russian as a foreign language determines further progress and is therefore the most important. The teacher needs to pay great attention to the introductory phonetic course, controlling the skill of correct pronunciation of sounds and preventing the occurrence of negative interlingual interference. Equally important is the lexical aspect. When explaining words, the use of an intermediary language is allowed. When teaching grammar, one should first explain the meaning of a particular grammatical phenomenon, and then move on to developing its automation in speech.

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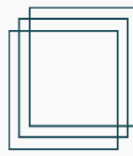
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