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Methods Of Teaching Russian As A Non-Native Language

Usmonova Manzura Isakovna

Lecturer, Tashkent State Technical University, Tashkent, Uzbekistan

Umarova Nasiba Erkinovna

Lecturer, Tashkent State Technical University, Tashkent, Uzbekistan

Muminova Bashorat Abduxalilovna

Lecturer, Tashkent State Technical University, Tashkent, Uzbekistan

Muslimova Rano Muratovna

Lecturer, Tashkent State Technical University, Tashkent, Uzbekistan

ABSTRACT

The teaching method is one of the basic categories of teaching methods. In the general didactic sense, the concept of a method includes the methods of interrelated activities of the teacher and students, aimed at achieving the goals of education, upbringing and development of students. In this understanding, the methods can be universal, applicable to teaching different disciplines, although they have their specific embodiment in each discipline. For a language teacher, methods are important as sources of knowledge, skills and abilities formation. These methods include: working with a text, a book, a teacher's story, conversation, excursion, exercises, the use of visualization in teaching. Depending on the independence of educational actions performed by students, active and passive methods are distinguished; by the nature of the work of students - oral and written, individual and collective, classroom (classroom) and home.

KEYWORDS

Language teaching, methods of control, linguistic phenomena, didactic, psychological, linguistic concept.

INTRODUCTION

The communicative-activity approach to teaching Russian as a non-native language orients the teacher to use a system of methods

based on the activity type of teaching. These are

- 1) Methods that ensure mastery of the Russian language (practical, reproductive, problematic, search, verbal, visual, deductive, inductive);
- 2) Methods that stimulate and motivate learning activities (cognitive games, problem situations, etc.);
- 3) Methods of control and self-control (survey, written work, test, etc.).

The method receives the status of a direction in language teaching if

- 1) It is based on a dominant, leading idea that determines the ways and means of achieving the learning goal, a general learning strategy: for example, for conscious methods (conscious-comparative, conscious-practical) typical principles are: a) students' awareness of the meanings of linguistic phenomena and methods of their application in speech activity, as well as b) reliance on their native language; c) foreign language speech practice is recognized as a decisive factor in learning;
- 2) The orientation of the method towards achieving a specific goal is obvious (for example, the direct method of teaching a non-native language is aimed at mastering the language orally, and the translation-grammatical method is aimed at mastering a new language mainly in writing);
- 3) The possibility of its use as a theoretical basis for a didactic, psychological, linguistic concept (for example, the basis of the domestic conscious-practical method is the psychological theory of activity and the theory of the stage-by-stage formation of mental actions; the linguistic substantiation of the method is associated

with modern directions of communicative linguistics);

- 4) The independence of the method as a strategy from the conditions and other characteristics of training is traced; its implementation in the classroom reflects the nature of the educational actions of the teacher and students.

Methodists - scientists and practitioners - unanimously express the opinion that there is no optimal and universal method effective for all learning conditions, and come to the conclusion that it is necessary to combine different approaches, elements of different methods, since what is acceptable in some conditions, can give opposite results in other.

MATERIALS AND METHODS

Proceeding from the direct, conscious and communicative-activity approaches to learning, A.N. Shchukin and E.G. Asimov proposed the division of methods into

- Direct (natural, direct, audiovisual, audiolingual), so named because representatives of direct teaching methods strove in the classroom to create direct (direct) associations between lexical units, grammatical forms of the language and the corresponding concepts, ignoring (bypassing) the native language of students;
- Conscious (translation-grammatical, conscious-practical, conscious-comparative, programmed) presuppose students' awareness of linguistic facts and methods of their application in speech activity, i.e. the path to mastering the language lies through the acquisition of knowledge and the formation on its basis

through the abundant practice of speech skills and abilities;

- Combined (communicative, active, reproductive-creative) combine the features inherent in both direct and conscious teaching methods: speech orientation of teaching, intuitiveness combined with conscious language acquisition, parallel assimilation of all types of speech activity, oral lead;
- Intensive (suggestopedic, activation method, emotional-semantic, rhythmopedia, hypnopedia) are mainly aimed at mastering oral foreign language speech in a short time and with a significant daily concentration of teaching hours, use in teaching the psychological reserves of the student's personality, collective forms of work, suggestive means of influence (authority and infantilization, duality of behavior, concert pseudo-passivity, etc.). most appropriate in the context of short-term training.

Let's consider the advantages and disadvantages of the methods.

The direct teaching method (the "governess", home teacher method) was developed as opposed to the grammar-translation method. Its representatives are M. Berlitz, F. Guen and O. Jespersen. In the domestic technique, it is customary to consider a group of direct methods: direct and natural. This group also includes the methods that appeared in connection with the use of technical teaching aids in the educational process: audiolingual - especially popular in the USA, audiovisual - developed in France, oral (situational) method of teaching foreign languages, which was widespread in Great Britain.

The direct method is based on the idea that teaching a foreign language should imitate mastering the native language and proceed naturally, without specially organized training. The name of the direct method stems from the assumption that the meaning of a foreign word, phrase and other units of the language should be transmitted to students directly, by creating associations between linguistic forms and their corresponding concepts, which are demonstrated using facial expressions, gestures, actions, objects, communication situations and etc.

The main provisions of the direct method:

- 1) Training should be carried out only in a foreign language, the native language of the learners, as well as translation from the native and non-native languages are completely excluded;
- 2) The purpose of training is to develop the skills of oral speech. Of all types of speech activity, preference is given to listening and speaking, however, reasonable use of reading and writing is allowed, contributing to the consolidation of new material;
- 3) Vocabulary training is carried out in accordance with the principle of its use in oral speech. The unit of study is the proposal. The introduction and training of lexical units is carried out on an oral basis with the help of paraphrase, visualization, demonstration of actions and objects. When introducing words denoting abstract concepts, such techniques are used as interpretation, synonymous pairs, oppositions, etc.;
- 4) Teaching grammar is carried out inductively: the use of grammar rules is not allowed. Attention is drawn to the

grammatical correctness of speech, mistakes are corrected as students make them;

- 5) The formation of phonetic skills is considered as one of the educational tasks;
- 6) The language material is graded according to the degree of difficulty, and mastering it is carried out in accordance with the developed program;
- 7) Imitative teaching methods are widely used, when students repeat phrases and sentences after the teacher in order to achieve phonetic and grammatical correctness of speech.

In the domestic methodology, the textual-imitative and structural-imitative directions of the direct method are distinguished. The first is based on working with the text: the teacher reads it or tells it, accompanying the process with gestures, facial expressions, interpretation and demonstration of various means of visualization. Translation of the text is not expected. Then students receive tasks of an imitative-reproductive nature for mastering lexical and grammatical material.

The structural-imitative direction uses the sentence-structure as a learning unit. The work on the structures is carried out with the help of language exercises, which involve multiple repetition to create stereotypes for using these structures in oral speech.

The direct method is still successfully used in many European countries, in private language schools operating according to the Berlitz system. The positive aspects of this method are that much attention is paid to the phonetic side of speech, grammatical correctness, and infallibility.

However, the direct method is not widespread in the practice of teaching a foreign language in secondary school, mainly due to the complete exclusion of the native language, which complicates the semantisation of many linguistic phenomena. The method is not economical, since it is designed for a large number of teaching hours. In accordance with the principles of the method, teaching should be carried out by native speakers, which is also not always possible.

RESULT AND DISCUSSION

The natural method of teaching foreign languages is a kind of direct method, it was widespread in the 19th century. The terms direct method and natural method are often used interchangeably. The natural method has the following characteristics:

- 1) Learning is based on the same principle as the mastery of the child's native language, that is, in a natural (natural) way;
- 2) The main goal of training is the formation of oral and speech skills; the value of written language is underestimated;
- 3) The learning process is aimed at intensive training of grammatical structures and lexical units; external visualization is used for semantization and vocabulary training. The natural method, being a variation of the direct method, has the same disadvantages.

Krashen's Natural Approach is a teaching method developed in the early 1980s by S. Krashen and T. Terrell [1983] using direct and natural methods. The authors considered, clarified and substantiated the theoretical provisions of the named methods, and as a result, an approach to teaching was developed,

which significantly influenced the methodology of teaching foreign languages in the West and is reflected in many modern methods. Krashen described the provisions related to the theory of mastering a foreign language, and Tarell - the issues of the organization of education.

A characteristic feature of this method is the reliance on the process of natural mastery of a foreign language. Unlike natural and direct methods, which were based on the infallibility of speech, repeating structures after the teacher and memorizing them, Krashen's natural approach pays more attention to immersion in the language environment through abundant listening in a non-native language before students begin to speak it.

S. Krashen puts forward five theoretical propositions-hypotheses on which the mastery of a foreign language is based. These provisions formed the basis for a natural approach:

- 1) The theory of "mastery - study". By mastering Krashen understands an unconscious process when a student uses a lexical or grammatical phenomenon, only vaguely aware of its structure. Learning, on the other hand, refers to the conscious mastery of a language based on rules.
- 2) The natural sequence of mastering the phenomena of a non-native language. There is a certain (natural) sequence of mastering grammatical structures, which often does not coincide with the sequence laid down by the authors of textbooks, manuals and curricula. The artificial order of studying grammatical structures contradicts the natural one and interferes with the assimilation of the material.

Unconscious imitative mastery of some structures turns out to be much easier and more effective than mastering the rules of their formation;

- 3) The theory of the "editor". The process of mastering a language is different from the process of learning it. When learning a language, an "editor" is involved who, in the form of a set of rules, formal explanations and training, controls the learning process. According to the degree of dependence on the "editor", students can be divided into three groups: 1) students who are less dependent on the rules; 2) students who exaggerate the role of rules and cannot do without constant reference to the form of the phenomenon being studied; 3) students who use the rules optimally, within reasonable limits;
- 4) Communication (input) of information accessible to assimilation (information is understood as both its content and linguistic form). According to this provision, a certain oral period is necessary, when students only perceive the information provided by the teacher, according to the formula $i + 1$, where i is information known to students, 1 is a portion of unfamiliar information available to guess. Thus, the language level of the information communicated is always slightly higher than the level of the student's competence, which contributes to the constant movement forward;
- 5) The theory of "emotional filter", according to which each student has individual barriers that prevent language acquisition. To reduce the influence of the "emotional filter", that is, to overcome the existing barriers, it is necessary to communicate information that is understandable to the student and does not contain a large

number of difficulties, as well as create an appropriate emotional mood, comfortable conditions for learning the language.

Proponents of intensive methods have rethought and developed many of the provisions of the Lozanov method. So, G.A. Kitaigorodskaya pays special attention to the personality of the student, his creative and intellectual potential and role in the team.

The Kitaigorodskaya activation method introduces elements of student-centered learning into intensive methods and considers learning as a process of communication and dialogue, which is in the nature of mutually mediated activity between teacher and students, when learning plays a leading role in comparison with learning. G.A. Kitaygorodskaya revises the content of the term authority and speaks of the teacher's creative role, the creation of trusting relationships in the group and between the teacher and the group, which help to increase the motivation and emotional tone of the audience, and ensure the disclosure of the student's personality reserves [Kitaygorodskaya 1986].

CONCLUSION

The activation method is based on the following principles: - bi-planarity; - stage-by-stage concentric organization of classes; - global use of all means of influencing the psyche of students; - oral lead; - the use of individual training through group; - the interaction of role and personal elements in learning [Glukhov, Shchukin 1993: 121-122].

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