



Actual Problems Of Teaching Russian

Tolipova Dildora Sattixanovna

Teacher, Tashkent State Transport University, Uzbekistan

Xalikberdieva Nargiza Telmanovna

Teacher, Tashkent State Transport University, Uzbekistan

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

ABSTRACT

The urgent tasks facing the modern school in the conditions of cardinal changes in the social life of our country, changes in the field of education, determine the main problems of linguistic and literary education, dictate to the teacher-philologist modern approaches to the learning process. And in this regard, a difficult situation is emerging due to the contradictions between the need for a new approach to the study of language and classical and modern literature, on the one hand, and the risk of losing those positive approaches and teaching methods that have developed over the years and decades in schools on the other hand.

KEYWORDS

Russian as a foreign language, vocational subjects, vocationally orientated methods, professional communicative competence, foreign students, and preparatory department.

INTRODUCTION

The urgent tasks facing the modern school in the conditions of cardinal changes in the social life of our country, changes in the field of education, determine the main problems of linguistic and literary education, dictate to the teacher-philologist modern approaches to the

learning process. And in this regard, a difficult situation is emerging due to the contradictions between the need for a new approach to the study of language and classical and modern literature, on the one hand, and the risk of losing those positive approaches and teaching

methods that have developed over the years and decades in the Soviet and Russian schools on the other hand.

What should be the lesson in a modern school? How to preserve an obligatory component of any lesson today - the trinity of teaching, developmental and educational goals? I will not be mistaken if I say that today there is no teacher who would not dream that his communication with students would be exciting, interesting, emotional, and most importantly - that valuable acquisition that students could transform into their own worldview and attitude ...

I will dwell on some, in my opinion, typical problems that interfere with such a harmonious learning process. First of all, this is a social problem, when the changed conditions of society have made their own adjustments to the educational space. To be honest ... Today's children do not dream of being Gagarins. They are more attracted by the apparent simplicity of the take-off of the modeling business, the career of a successful entrepreneur. In addition, for this you do not need to delve into the wisdom of the Russian language or the comprehension of the moral quest of the heroes of Russian literature. Without belittling the dignity of these professions, I still want to state a decrease in the motivation for successful training or even a qualitative change in motivational factors.

An important negative factor of the modern educational process is a decrease in the volume of reading books directly from the original source, without any abbreviations or vicious short and adapted paraphrases. Certainly. It is difficult for children at the age of 15 to understand the origins of the Onegin and

Pechorin disappointment in life ... But if they don't read it now. At the age of 15, it is unlikely that they will return to this reading at 25. Experience shows that students experience great difficulties on the Unified State Exam in Part C exactly where it is necessary to give their own argumentation using a literary example. Many teachers are forced today to give a list of the most pressing problems and the titles of those works where these problems are raised. But this is not a panacea. Until children become active readers with a developed imagination, with the ability not only to read, but also to see what they have read (no, not in a movie, but through their own imagination), the situation will not change. There are such children, but their ranks have noticeably shrunk. The consequence of a small amount of reading is the disappearance of visual memory, general grammatical culture, and the ability to correctly formulate one's thoughts. Sometimes I get the impression that it is high time to teach our children Russian as a foreign language, without placing any stake on the linguistic intuition of a native speaker. The exam assignments A3, A4, A5 are largely based on linguistic intuition: this is the contextual compatibility of paronyms, the definition of the morphological norm of word use, the choice of the correct continuation of the sentence with the adverbial turnover, the ability to notice the syntactically incorrect construction of the sentence. It is not enough to know these things, they must be felt. But... it is this "sensitivity" that modern children lack. The article explores the problems and innovative technologies and causes of their occurrence in foreign students who graduated pre-university training. The article suggests possible effective methods for preventing future students from problems in the first years of study at the university. For writing this work, such methods

of research, as observation, analysis and generalization were used. The article examines the learning situations in the teaching of the Russian language, as well as in vocational subjects at the stage of pre university training, during which problems of foreign students arise that impede successful study at the university. The work examines the methodological point of view of the teachers mistakes, identified by the author based on monitoring the method of working with foreign students in the preparatory department. Classes in vocational subjects, where attention is focused on the method of submitting educational material, are of particular interest. The author of this article believes that the methods of vocational subjects should also be developed in accordance with the principle of taking into account the contingent of foreign students. This approach will help students to understand better the language of the vocational subject, and the teacher to understand and eliminate the possible cause of failures, during the learning of the vocational subject in Russian. The teacher should take into account the fact that foreign students are taught in a foreign language. We believe that this study can make a certain contribution to the field of teaching methods for vocational subjects at the stage of pre-university training of foreign students and can be taken into account when working with this contingent of students.

It should be noted that currently almost every university of philological and non-philological specialties has a preparatory department, where Russian is taught as a foreign language, and foreign students are trained in vocational subjects in Russian. Nowadays, modern methodologists in the field of Russian as a foreign language offer the most effective

methods of teaching the Russian language, as well as the language of the specialty in the course of classes with foreign students. Despite the wide variety of scientific studies devoted to different aspects of teaching Russian to foreigners, problems are encountered in graduates of preparatory departments during the period of study at 1-2 courses in a university.

REFERENCES

1. Pimenova G.A., Speranskaya N.N. (1989) Terms and methods of their semantization in the classes on Russian as a foreign language / G.A. Pimenova, N.N. Speranskaya // Language of the specialty in the classes in Russian as a foreign language. – L.: Leningrad University, PP. 26.
2. Vakulova E.N. (1992) Some features of optimization of work with special vocabulary in a foreign audience/ E.N. Vakulova // Linguistic and methodical aspects of teaching Russian as a foreign language. S.-P.: St. Petersburg University, PP. 110.
3. Language education in a technical university: Extracurricular forms of linguistic work with students // Languages of Russia and post-Soviet countries as foreign: Teaching and learning: materials of the International Scientific-practical Conference (November 28-29, 2013) – Kazan. PP. 143