

EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY  
RESEARCH AND MANAGEMENT STUDIES

VOLUME04 ISSUE11

DOI: <https://doi.org/10.55640/eijmrms-04-11-16>

Pages: 107-111



FEATURES OF SPEECH AND WRITING IN TEACHING THE RUSSIAN LANGUAGE IN  
UNIVERSITIES OF UZBEKISTAN

*Turaeva Shahida Egamberdievna*

*Karshi Engineering and Economic Institute, Uzbekistan*

ABOUT ARTICLE

**Key words:** Correctly organize, alphabet and phonetics, hardness or softness, phonetic exercises, phonetic dictations, stress, inflectional language, case system of the Russian language, "teacher-student – means training", friendly person, extracurricular communication, in the learning process, calligraphy, graphic, spelling, norms of Russian graphics and spelling, writing skills, the role of writing.

**Received:** 19.11.2024

**Accepted:** 24.11.2024

**Published:** 29.11.2024

**Abstract:** The article is devoted to the problem of methods of teaching writing and written speech to students in universities of Uzbekistan. It examines groups of various written and speech exercises aimed at developing students' writing skills and abilities. It shows the role and close relationship of the Russian language teacher to consider and pay attention to communicative and educational functions, important constructions of educational lessons on a communicative-speech basis and teaching the Russian language, pay great attention to three main components: calligraphic, graphic and orthographic.

INTRODUCTION

The Russian language is one of the most difficult languages in the world, therefore, when studying it, foreign students have some problems. In order for foreigners to be taught Russian effectively, the teacher must competently organize educational classes, taking into account the typical difficulties that arise during the educational process. Teaching Russian as a foreign language is a very complex, but at the same time interesting process for both for students and for the teacher. For successful teaching it is necessary to study in detail various methods of teaching Russian language as a foreign language, and also take into account personal and cultural characteristics of students. It is important to note that the Russian teacher language, special attention should be paid to communicative and educational functions, which determines the importance of building a lesson on communicative-speech basis and allows him to better interact with students. Students often have various problems when studying the Russian language, due to the complexity of the material being studied. However this issue also becomes a

problem for the teacher, since he it is necessary to find the best way to explain complex, problematic linguistic phenomena. Problems in learning Russian may begin at the earliest stage in learning the alphabet and phonetics. For students you need to remember how to pronounce each letter and each sound.

It is important to explain the features of hard and soft signs, because they do not have a sound, but are dividing signs and indicate the hardness or softness of the consonant sound in front. The peculiarities of Russian phonetics pose a great difficulty for students of non-linguistic faculties of pedagogical universities in Uzbekistan, so the teacher must pay attention to this aspect and regularly conduct phonetic exercises, phonetic dictations, and practice various exercises for training and setting sounds. Students need to learn to distinguish sounds by ear, since there are certain difficulties in recognizing words by sound. When studying phonetics, the teacher must be guided by the reproductive method of teaching; he must become an example of the correct pronunciation of sounds for students in non-linguistic faculties of pedagogical universities in Uzbekistan.

Training of the articulatory apparatus should be constant at the initial stage of each Russian language lesson. It should be noted that in the system of sounds of the Russian language there are sounds that are not characteristic of others languages, for example, affricates (C, Ch) and fricative lingual-antepalatal (F, Sh, Sh). From work experience it is clear that when mastering articulatory affricates, it is necessary to explain to students that these sounds are formed by merging two sounds, for example, Ц = T + C; Ш = T + Ш. Students can master the sounds Ж, Ш thanks to associative thinking: the teacher should explain to students that the sound Zh is similar the buzz of an insect, and the sound Ш is the hiss of a snake. These features can be demonstrated using technical teaching aids or educational illustrations. At the initial stage of the lesson, students can train the articulatory apparatus by reading tongue twisters. The teacher must show foreigners an example of correct reading of a tongue twister phrase, taking into account accentological norms, intonation, tempo and syntagmatic stress. Another difficult problem to study Russian as a foreign language is the acquisition of grammatical laws and rules. The Russian language is an inflectional language, that is, in expression grammatical meanings are dominated by inflection using inflections.

Here special attention should be paid to declension (changing a word according to grammatical categories of gender, number and case). Particular difficulties for students of non-linguistic faculties of pedagogical universities of Uzbekistan is caused by the case system of the Russian language. Sequential introduction grammar depends on the frequency of use in the language of certain grammatical forms. In this case, the sequence of administration and studying cases is dictated by which of the case meanings

are found more often in the language. Students are encouraged to study the model with subject expressed by one or another case of a noun or personal pronoun: Here is the table, it is here. Where is the book? She's there. After that It is advisable to first introduce intransitive verbs in -at (play, dine, etc.), then adjectives are given to express attributive relations, since possessive pronouns have already been mastered on the models (my, my, mine, yours...). After studying the model with the nominative case of a noun (in the meaning of the subject) and personal pronouns, a model with the prepositional case (in the meaning of place - where?) is introduced, indicating the location of the object: The book is on the table. The assignment is in the book. This corresponds to the frequency of use of the prepositional case in this particular meaning.

The introduction to study verbs in the construction is determined by which of the case meanings is studied at a given stage. The lexical diversity of the Russian language is presented in thematic groups, for example: "Family", "City", "Spring", "Time", "Body Parts", "Professions". When studying vocabulary, the teacher should constantly use various visual aids (illustrations, slide presentations, video clips), and active work with the dictionary should also be organized.

The effectiveness of studying Russian words can be achieved when students find a given lexical equivalent in their native language. It is more expedient to carry out such work on the basis of a finished text according to the following plan: translation of a Russian text into Uzbek - retelling of the same text in Russian. It is important to take into account that such work can be effective if students have the necessary vocabulary of Russian words. The implementation of such tasks can also be organized using leading questions about the text. In order to ensure greater interest of students in learning Russian, it is necessary to use educational materials containing the following information: information about the language, history, culture, lifestyle, traditions of Russia, as well as information related to the professional field of students and their interests.

When teaching Russian as a foreign language, the teacher must take into account the national-cultural, individual-psychological and personal characteristics of students, and his creative individuality should contribute to the best conduct of classes. In modern methodology, there is an opinion that the basis of teaching Russian as a foreign language is the scheme of relationships "teacher - student - teaching tools", which is defined as pedagogical communication, implies a partnership between a foreign student and a teacher.

A teacher of Russian as a foreign language should not only support the student in solving educational problems, but also help him better adapt to a foreign culture, understand and accept new social

foundations for him. A Russian language teacher should be an open and friendly person, capable of positively influencing students and getting them interested.

Students learning Russian especially note the behavior of the teacher in his professional pedagogical sphere, namely in the classroom, during which he most vividly reveals his creative individuality. Educational work with students and extracurricular communication with them are of great importance in mastering the Russian language. Conducting non-traditional classes (correspondence excursions, discussions, games), organizing excursions and cultural events dedicated to significant dates, contribute to the rapid adaptation of students to the language environment. Thus, intensive and high-quality study of Russian as a foreign language is impossible without certain communication barriers, which is a particular difficulty in the learning process.

However, with a detailed study of the similarities and differences of cultures, this problem becomes quite solvable. When organizing the educational process, the teacher must take into account the probable difficulties in assimilation of the educational material by foreigners and pay special attention to each problem so that students studying in universities of Uzbekistan can fully use the assimilated material in the communicative sphere.

## **CONCLUSION**

Classes using communication technologies allow teaching foreign-language students a language as a means of communication, a means of familiarization with culture; provide an opportunity to develop in them the ability to actively, creatively and competently master all types of speech activity. As we know, the role of writing in teaching the Russian language is gradually increasing, writing is beginning to be considered as one of the types of methodology in improving the effectiveness of training. It is also necessary to take into account the practical significance of written speech communication in connection with the active development of modern means of communication, such as e-mail, the Internet.

## **REFERENCES**

1. L.P. Fedorenko "Principles of Teaching Russian Language (Moscow, 1973), "Patterns of Assimilation of Native Speech" (Moscow, 1984) [1, p. 4].
2. T. Yu. Abzairov "Ways to Improve Spelling Literacy in Russian Language Lessons in Secondary School", Termez State Pedagogical Institute, Eurasian Journal of Academic Research: 2 pp. 57-63 (5). <https://zenodo.org/record/6529280/files/V2I5-57.pdf?download=1>

3. T. Yu. Abzairov “Features and methods of teaching the Russian language in universities of Uzbekistan”, State Pedagogical Institute, WWW.bestpublikation.uz ISSN: 2181-3302, SJIF (2022): 4.621, 10/19/2022.
4. S.I. Tursunova Development of oral speech of primary school students in extracurricular activities, Termez State Pedagogical Institute, Eurasian Research Bulletin, November, 2022-11-30.