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METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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ABOUT ARTICLE

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Abstract: Teaching the Russian language teaching to the Uzbek students is used as an example to substantiate the need for foreign students to master the linguopragmatic side of the Russian speech, customs and culture of modern Russia. Exercises aimed at the development of language flair, creative attitude to the language being studied, and the replenishment of the lexicon are given.

INTRODUCTION

The active migration, political and economic processes taking place between Uzbekistan and Russia indicate that the discipline "Russian as a foreign language" in universities, and they should acquire a serious methodological base. For several years, researchers from both countries have been studying this problem. To date, there are already several good from a scientific point of view, applied in practice educational and methodological complexes, including "East" and "Road to Russia".

METHODOLOGY

The book is really effective: Uzbek students learn the basic rules of Russian grammar, acquire a certain vocabulary. But there is an aspect of speech that remains untouched in these textbooks — this is the pragmalinguistic side of the communication process, that is, the orientation towards goals, the selection of language tools and the effects of speech. Studying the tales of P. P. Bazhov undoubtedly helps to understand the culture of the peoples of the Urals ("The Road to Russia", 4h.), but from a pragmatic point of view, it would be much more effective study the topic "Personal hygiene products" or "Business lunch in a restaurant", because in real language practice, it is the latter topics, and not literary works, that become the basis of the dialogue between Uzbek and Russian. That is why we insist that the training of students in the complex "Road to Russia" (understandable and accessible) should be accompanied by reading texts and dialogues focused on real life, for example, the topic "The role of the Internet in modern society". In our opinion, it is also necessary to provide students with real journalistic texts: to invite them to read newspapers and magazines in Russian, to watch news releases-it is obvious that the vocabulary from the textbook is not enough to understand the media texts, the student will have to turn

to the dictionary. This technique will allow you to expand the student's vocabulary. I would like to discuss another aspect of the learning process. The training complexes used by teachers of Russian as a foreign language contain a variety of exercises aimed at forming and consolidating the basic skills of speaking, reading, writing and listening. Moreover, we note that these textbooks are also suitable for independent learning, since the laws of the Russian language are explained quite easily. Although, in our opinion, the lesson should not be built only on working with the textbook. The basis for motivation to learn a non-native language should be an interest and love for another culture, which can be formed by game, story-role exercises and individual tasks. Therefore, the teacher within the lesson can work not only on the book, but also offer students additional educational materials. In this publication, I would like to present some exercises developed by the author of this article and successfully tested in practice. Exercise "Fourth-extra". Students are faced with the task of identifying a word in a row that does not fit the meaning or grammatical category, or logic. As a rule, students do not know the meaning of all the words and therefore turn to dictionaries during the exercise, The activity "Find synonyms". Students are faced with the task of establishing synonymous relationships between the words that the teacher suggests. But the difficulty is that one word in the pair is deliberately chosen unfamiliar to the student. The exercise allows you to expand your vocabulary, strengthen the skill of determining synonymous relations. pink noisy горячий синий решительный красный звонкий жаркий умный смелый голубой начитанный Exercise "Spontaneous storytelling". The students 'task is to compose a short story/sentence from the words written on the board in the shortest possible time, for example,"

ночь.

Фонарь.

Человек.

Одиноко. Собака.

Друг».

Here's what might happen: «Это была самая обыкновенная ночь. Улицу тускло освещал фонарь. Не видя дороги перед собой, шел человек. Ему было очень одиноко. Навстречу ему брела собака, такая же одинокая, как и он. «А ведь она может стать мне другом, и нам двоим уже больше никогда не будет одиноко», – подумал человек и подозвал к себе пса».

The exercise strengthens the skill of monologue speech, checks the ability to build a sentence.

RESULTS

Exercise "Execution cannot be pardoned". The teacher tells the students about the phenomenon of the phrase "Execute can not be pardoned", the meaning of which depends on the setting of the comma: "Execute, you can't pardon" or "Execute, you can't pardon". And invites students to independently come up with similar phrases consisting of infinitives-antonyms. For example, "to lose Weight you can't gain weight", "Love not hate". The exercise reminds of the phenomenon of antonymy, demonstrates the fact that in the Russian language, the meaning of the phrase changes from the punctuation mark, it forms a love of language, introduces the concept of language play. Exercise "Edible-inedible". This game, familiar to every Russian child, is popular with Uzbek students. Its essence is as follows. The teacher throws a small (preferably rag) ball to one of the students and calls any word, for example, "jelly". The student, throwing the ball back to the teacher, says "edible" is a word or "inedible".

ement. The team or the person who remembers more of these words wins. The activity "Find synonyms". Students are faced with the task of establishing synonymous relationships between the words that the teacher suggests. The difficulty of the exercise is that one word in the pair must be unfamiliar. The training allows you to expand your vocabulary, learn to identify antonyms.

успех

пушистый

колючий
прохладный
тусклый
позор
правильный
одиночка
жаркий
яркий
компанейский
ошибочный

Exercise "Chain of words". Students are asked to make a chain of words in a certain time (for example, in 5 minutes). Words are set by a specific topic (plants, furniture, clothing, products, animal names). The chain is formed according to the following principle: the next word must begin with the letter that ends the previous word. If the word ends with "b", "b", "y" and other "complex letters", then the word begins with the penultimate letter of the previous word.

CONCLUSION

This exercise teaches the student to feel natural in a dialogue with a doctor, to describe the symptoms of the disease, to read the instructions correctly, to distinguish the forms of medicines, to know the method of use, dosage, contraindications. Of course, this information will be useful to the student in real speech practice. These are just some aspects of teaching Russian as a foreign language. In this article, we would like to emphasize the importance of pragmalinguistic tasks and indicate the vector the development of game learning, which, in our opinion, is of great practical importance.

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