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Paper Authors: **Mamirov Akbar Mavlanovich, Mamirova Munisa Rajab qizi**



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## ACTUAL PROBLEMS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN UNIVERSITIES OF THE REPUBLIC OF UZBEKISTAN

Mamirov Akbar Mavlanovich

Jizzakh Branch of the National University of Uzbekistan

Mamirova Munisa Rajab qizi

Jizzakh Branch of the National University of Uzbekistan

**ABSTRACT:** In this article, we have identified a number of topical issues of the problem under consideration and tried to find answers to them. Based on the main questions of the methodology "how to teach, who to teach, what to teach", we sought to reveal the current situation regarding the teaching of Russian as a foreign language in national schools and universities.

**Keywords:** foreign language, motivation, competence, identity, ethnicity.

### INTRODUCTION

*"We have set a goal to become a competitive state. From now on, every graduate of a school, lyceum, college and university should know at least two foreign languages perfectly"*

*Sh. Mirziyoyev.*

Thousands of students are admitted to universities in Uzbekistan every year. Most of them do not speak any foreign language, especially Russian. The reason is the shortcomings of foreign language teachers in rural or district schools, or the incompetence of these teachers. Every year teachers face the problem of students' lack of mastery of the Russian language. The state standard requires to draw up a program for undergraduate students at the B2 level, and students do not know a foreign language even at A2. We would like to note that the teachers of the Jizzakh State Pedagogical Institute are conducting a large-scale study on this problem and are hoping for positive results.

The main questions of our research:

- what modern methods of teaching Russian as a foreign language are the most optimal, effective and effective? Here we study exactly which modern methods are optimal, effective and more effective. We choose, discuss and use in practice, exchange results;

- what is the mechanism of influence of a second/foreign language on the formation of a linguistic personality, as well as national identity, ethnicity, and, ultimately, the personality of an individual in general? For any person, learning a foreign language causes enough difficulty. In the second point, we define the mechanism of formation of a linguistic personality.

- how can one characterize the worldview, as well as the civic position of an individual who knows two (ideally, several) language, including the culture of the country of the language being studied (background knowledge)? Today, every teacher of the Department of Russian Language and its teaching methods has a specific goal - to achieve good results in their subject. First of all,

to motivate your students and arouse their interest in the Russian language, to preserve it throughout the entire period of study. Of course, it is difficult to believe in success without presenting the image of the country of the language being studied. Today, for teachers of Russian studies in our country, it is considered an urgent task to create a positive picture of the country of the language being studied - Russia. To do this, you need to use different means during classroom and extracurricular activities, which should organically fit into the general system of teaching Russian as a foreign language in Uzbekistan.

- how many study hours should be allocated to the study of a foreign language/foreign languages? Is it possible to study two or three foreign languages in parallel, or should we focus on learning one?

This is not yet a complete set of urgent problems that linguists and methodologists of our country should think about. Although there is a well-developed methodological base for teaching Russian to schools and universities, the fact is that new approaches are required from us, the development of new teaching methods and techniques. Russian Russian is a completely different language atmosphere in our country now, if earlier the Russian language was considered the state language and many Russian-speaking people lived, now the Russian language is already a foreign language and every year there are few Russian-speaking people. It also significantly affects many issues related to the methodology of teaching the Russian language

It's no secret to anyone that every language requires active practice and comprehension in the same language. Three components are a complex unity in the process of teaching Russian:

- student;
- academic subject;
- teacher.

The subject of teaching is complicated in itself - Russian as a foreign language for Uzbek students, taking into account the huge

interfering influence of the native language on the studied one. It should be noted that due to typological differences between the two languages (Russian, Uzbek), the study of RCT is difficult for Uzbeks in terms of interference, both in terms of its content, including linguistic units of all levels (phonetic, lexical, morphological, syntactic) and speech actions (receptive and productive, oral and written).

Pedagogical communication itself is also very difficult — the process of interaction between a teacher and students, the content of which includes informing, teaching, influencing, prompting, suggestion, persuasion. It seems obvious that the optimal result of the learning process will actually be achieved if each of its components meets the necessary requirements, which are the following: Uzbek students should have the ability, interest and motivation to study RCT; a Russian language teacher must have the necessary personal qualities and high professional competence; the content of the subject must be presented with relevant materials reflecting the realities of modern reality, as well as meeting the goals and objectives of teaching Russian language in Uzbekistan to the maximum extent.

We will specifically identify the range of issues relevant in the perspective of the problem under consideration: the attitudes of Uzbek students on

the attitude to the study of the Russian language, the type of bilingualism that students would like to master, the kind of support, including information, that they need in the process of studying the RCT, specific necessary measures.

One of the factors influencing the success of teaching is the interest of students in the subject and the ability to maintain this interest throughout the entire period of study, i.e. what is called motivation in psychology and pedagogy. The factor influencing the level of

motivation is the image of the country of the availability of options is considered by us as a language being studied. Currently, the Russian positive factor, which inevitably generates a problem methodologists of our republic face the urgent choice. It can be safely stated that all the task of creating a positive image of the country professional and pedagogical activity of a verbal of the studied language - Russia. This can be achieved by various methodological means should be the result of serious internal analytical during classroom and extracurricular activities work, which leads to the adoption of a meaningful and which should organically fit into the general reasoned, i.e. reasoned methodological decision.

system of teaching Russian as a foreign language in Uzbekistan. Thus, argumentativeness as the ability to "bring arguments, arguments, prove" is a necessary

At the present stage, the vulnerability of the component of the methodological competence of a position of the Russian language as a foreign language Russian teacher, as well as an indicator of the level of in Uzbekistan is greatly increasing, which depends on his professionalism. At the same time, the main many objective and subjective factors, the most principle in the educational process should be the significant of which are: principle of continuous learning of a foreign language.

- the overwhelming dominance of the English language in the system of world languages and its active expansion on the territory of Uzbekistan;

- active marketing of other national languages as foreign;

- the unavailability of the RCT to the conditions of strict marketing of languages;

One of the prerequisites for successful marketing of RCTs (both in the world as a whole and in Uzbekistan in particular) should be, if not absolutely positive, then at least a neutral external image of Russia. Undoubtedly, the image of Russia should be presented in textbooks and textbooks on the Russian language (meaning RCT) both for schools and universities. This problem should be approached with all seriousness and responsibility, because the success of teaching the Russian language at school and university depends to a certain extent on this. Here, a great help in developing methodological methods and techniques for presenting the image of Russia as a country of the studied language can be provided by a new and developing science - imagology, the emergence of which was due, in our opinion, to the needs of the realities of modern reality.

It should be noted that there are no established dogmas, ready-made recipes, once and for all formulated rules in the methodology of teaching RCT. The methodology as a "teaching technology" (A.A. Leontiev) is variable, and this is inevitable. The

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