

The Method of Teaching the Russian Language As Non-Native

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Abstract: mastering the methodology of teaching Russian as a non-native language becomes an important condition and an integral part of preparing students of Uzbek universities for their future professional activities.

Key words: methodology, relevance, non-native, education, transform.

Introduction. In the modern methodology of teaching the Russian language, three directions are distinguished: Russian as a non-native language; Russian as a native language; Russian as a foreign language. Recently, the problems of the correctness of Russian speech, its current state, have become relevant.

In the future, the object of our attention will be the methodology as a science, as a theory of teaching the Russian language to foreign students. The word "technique" comes from the Greek "metodos", which means "way". Now this word is used in two meanings. 1. The totality of the methods, forms of work of the teacher in teaching any subject, i.e. art, skill of the teacher. 2. Science that studies the possibilities and means of achieving the maximum result of the learning process, i.e. the theory of teaching a subject.

Literature analysis and methodology. Methodology is a theoretical and applied science, in which the art of the teacher, his ability to adapt general methodological recommendations to specific learning conditions will always be of great importance.

The methodology of teaching Russian as a non-native language in the new geopolitical conditions is only being formed, based on the developments of the theory of teaching (and upbringing) Russian as a foreign language, Russian language in the national school. Experience should show in the near future the continuity and complementarity of these theories and methods. It is clear that the basic principle of teaching Russian as a non-native language remains: learning the peculiarities of the native language and native culture in the educational process is necessary as well as the preservation of the basic mental historical ties of the individual with the origins of his nation through the national (native) language and culture. Methodology as a science, as a system of certain knowledge began to take shape only in the 50s and over the past 50 years has achieved great success. The development of the methodology occurs at the junction of related sciences: pedagogy, linguistics, psychology, psycholinguistics, speech communication theory. Based on these sciences, integrating the results of these sciences, the method develops its own specific problems, has its own subject of research. The main task of the methodology is to determine optimal, most expedient organization of the process of teaching Russian as a foreign language. It should be borne in mind that the learning process consists of a number of components. 1. Trainee - pupil, student, listener, etc. 2. A teacher is a teacher, a teacher. 3. An educational subject that connects the activities of the trainee and the teacher.

Under these conditions, education, in particular the acquisition of Russian as a new language, turns out to be a means of "transforming" our new guests into an organic part of the multicultural Uzbek society. At the same time, teaching Russian as a new language can fulfill another key task: to form a tolerant consciousness of the new citizens of Uzbekistan.

The most important practical task is the creation of a system of Russian language courses, the relevance of the problems of intercultural dialogue is increasing, there is a need for special methodological support for schools working with families of foreigners, in the creation of programs for the study of the Russian language, in the targeted training of teachers, etc.

In this case, it is the teacher who plays an important role, selecting the material and organizing the lessons in such a way that the socio-cultural component is presented in them in the necessary volume and in an accessible form. That is why we can say that the socio-cultural component finds its own expression at all levels of the language system.

In addition to informative texts, the lessons actively use texts and dialogues that reflect the specifics of colloquial speech and contain generally accepted appeals, as well as information about the norms of etiquette and behavior in certain life situations (for example, in the store, at the post office, at the airport ticket office, at the railway station, at the university, etc.). It is quite expedient, as it seems to us, when working with such materials, to acquaint students with elements of informal communication, including with slang vocabulary (for example, student, young slang, etc.), since this contributes to the maximum socialization of foreigners and their inclusion in the living conversational environment.

Relevant knowledge largely determines the degree of socio-cultural competence of the student. In this case, it is especially worth noting such genres of oral folk art as a proverb and a saying, which concentrated folk wisdom, presented in a certain expressive form. Undoubtedly pragmatic significance is the study of sayings that are actively used in colloquial speech ("neither fish nor meat", "what to take from it", "the salvation of a drowning person is the work of the drowning man himself", etc.). The ability to use appropriate sayings in a suitable situation is not only indicates an excellent command of the language, but also to a certain extent "unites" a foreigner with a native speaker, simplifying the communication process, psychologically bringing together representatives of different linguocultures.

Methodical science was born out of practice with the aim of understanding and highlighting positive experience. The development of science and practice takes place in full cooperation. It is well known that theory is always enriched by practice. But at the same time, practice can be successfully carried out only when it relies on certain knowledge, theoretical prerequisites and patterns.

The technique studies each of these components separately and in conjunction. In the audience of non-philological students, the Russian language as an educational subject is assimilated not as a system of linguistic phenomena, not for the purpose of its description, but as a means of communication in written and oral form. Therefore, for this category of students, the methodology formulates the task of learning the Russian language in order to participate in language communication, i.e. the task of teaching speech activity in Russian language: reading, speaking, listening, writing. This is the academic subject that we should be engaged in. In need speech to be intelligible and to produce its own action; speech, in turn, is necessary for language to be established; historically, the fact of speech always precedes language." So, if language is a system of means of communication, then speech is the implementation of this system.

Teaching language as a means of speech communication is the main methodological approach determined by methodological science. At the same time, the methodology deals with the clarification of specific goals, the definition of the content, in terms of the methods of teaching, as well as the use of various means of teaching. All these problems are closely interrelated with each other, and together they make up the subject of methodology as a science. What are these components? The goals of training are always determined by the real needs of a particular society, where a common task is formed. The methodology should clarify this task in the light of the specific contingent of students and the real conditions in which the educational process should be carried out. The goals of training directly affect the content of the educational material, the choice of teaching methods and means and, in general, the entire educational process.

Conclusions and suggestions. It is the teachers of the Russian language and literature who have questions: "How to organize the educational process?", "How to teach Russian to non-Russian students?". The following is obvious: the main goal of teaching is to create conditions for the "soft" inclusion of children in the learning process, the correction of existing and the formation of new knowledge in the field of the Russian language, as well as teaching the types of speech activity (listening, reading, speaking, writing), the removal of interference (students perceive the patterns

of the Russian language through the prism of their native language and transfer the phenomena of their native language into Russian speech, which often leads to errors; such a transfer is called interference) in speech and at different levels of the language system. The main task of the teacher of the Russian language is to reduce the level of language interference among inophones (if it is impossible to completely eliminate it), since the Russian language is the main means of teaching for bilingual children.

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