



## TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO INTERNATIONAL STUDENTS

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<p><b>Received:</b> 10<sup>th</sup> August 2021 <b>Accepted:</b> 11<sup>th</sup> September 2021 <b>Published:</b> 8<sup>th</sup> October 2021</p>	<p>This article is devoted to teaching Russian to foreign students at the pre-university level of their preparation to study at Russian universities. The focus of her attention is the consideration of the formation and development of methods of teaching Russian as a foreign language in the context of the humanities. The analysis of methods and teaching technologies made it possible to generalize the accumulated experience and to reveal the ways of their further improvement at the post-non-classical stage of the evolution of scientific knowledge.</p>
<p><b>Keywords:</b> RFL (Russian as a foreign language), methodology, technology, post-non-classical.</p>	

### INTRODUCTION:

In the methodology of teaching Russian to foreign students coming to Russia for the purpose of obtaining higher education, it is possible to identify the main stages and their characteristic teaching techniques. This is a grammar-translation method (50s. last century), a consciously practical method (60s) and communicative method (from 70 years).

But does the long-term experience of teaching Russian language allow foreign language, based on the communicative method, move on to the development of fundamentally new, more effective technology?

"Communication: past, present, future". In particular, it is stated that "further movement in the direction communication is impractical "and that" communication as philosophy as a methodology, in principle, has exhausted itself".

Returning to the work of the established founder communicative method almost 10 years later, let's pay attention to a rather provocative form of the conclusion made. Perhaps, new approaches to teaching RFL. If our assumption is correct, then the author's appeal to philosophy and methodology can be considered as a promising direction in this search. The focus of this article is consideration of methods and technologies focused on pre-university training foreign students to study at the main faculties of Russian universities.

In this case, we will proceed from a polyparadigm approach and take into account not only linguo-methodological and psycholinguistic features of teaching RFL, but also that significant linguodidactic potential of humanitarian science in general. In an effort to systematize the accumulated experience, consider the main stages of the development of the teaching methodology of RFL through the prism of humanities. Substantial expansion of research margin seems legitimate because it will allow to take into account the linguocultural, ethnopsycholinguistic, ethical-philosophical and ethnopedagogical features of teaching RFL. Getting Started with the Formation of Teaching Methods RCT, we note that since antiquity, the language has traditionally been perceived as "the beginning of everything" and was the main object of humanities, which studied its role in the life of society.

Therefore, knowledge of the language system, as well as the study of ancient languages and special importance was attached to the translation. This, it seems, was due to the focus methods for studying the language system of the Russian language, and as the main grammar-translation method was chosen, which developed sign-knowledge ability. As for status role participants in educational and pedagogical activities, then for the teacher assigned the function of the subject, and the student - function of the object. The adopted teaching technology, of course, could not provide the necessary level of training for foreign students (especially speakers of typologically distant languages) to continue study at the main faculties of Russian universities. With the development of anthropology, the focus of attention of scholars in the humanities came "man in language", and the main object of humanities has become a linguistic personality. Adoption of anthropological research paradigm promoted rejection of the grammar-translation method of teaching RFL. As a result, the consciously practical method became the leading, focused not only on knowledge of the language system, but also on development of speech skills, as well as speech practice for foreign students in Russian. The research interest of the humanities in "man, talking to another person".

Not surprisingly, more effective was found to be the communicative method, since it was aimed at "Entry" of foreign students into the Russian linguocultural and educational and scientific space and was based on the subject-subject educational and pedagogical interaction. When did humanities specialists turn to study intercultural communication, their research also included lifestyle characteristic of a linguistic personality, a way of being with others, inherited ethical-

philosophical, religious and ethnopedagogical traditions, cognitive-communicative and existential experience of being foreign student.

Thus, linguodidactics and teaching methods of RFL got the opportunity to go beyond the boundaries of linguistics, philosophy, psychology, anthropology, cultural studies, sociology and related them sciences. The research horizon that opened before them made actual philosophical ontology as a science of being and its essential foundations, as well as ontological linguistics, existential psychology and linguistics studying ideas about being and the meaning of life of a linguistic personality.

In this context, we note that the "Common European Framework of Reference for foreign language proficiency: study, training, assessment", also allocate existential competence to prevent possible ethnopyschological and sociocultural barriers, since "expressions of friendly and interested relationships accepted in one culture can be regarded bearers of another culture as a manifestation of aggression or insult". Also noteworthy, the innovative level of educational English language program for secondary schools, in which educational competence is interpreted in the unity four of its components: existential, objective, social and evaluative. As for existential competence, it is formed on the basis of "the idea of a holistic being in the conditions national and cultural identity of the existential self-awareness of native speakers".

So, based on the communicative method and achievements in the humanities, communication-activity and personality-activity approaches have been formed, creating optimal conditions for educational and pedagogical activity and personal self-development. After all, as L.S. Rubinstein: "external influence gives one or another mental effect, only refracted through the mental state of the subject, through the system of thoughts and feelings that has developed in him". That's why the choice of the method and technologies chosen by the teacher together with the attitude towards individualization of the educational process create in the audience that general semantic-semantic field in which the personal potential of foreign students is revealed. Thus, the search for effective methods and technologies inextricably linked with historically established directions. Here we mean traceable philosophers, the phenomenon of "turning" (<Greek epistrophe - bringing into circular motion, return, turn) in the development of sciences about person. Indeed, in the history of Russian methodology, linguistic, anthropological, communicative, ontological and existential "turns" which gave impetus for its improvement.

"To foresee the future," wrote E.I. Passov, - it is necessary evaluate the past and analyze the present". Following this recommendation, we note that the modern the state of the method is predetermined by the "iconic turn and medial turn" at the end of the last century. And today we are surrounded by a new "ontological reality" (G.P. Shchedrovitsky), bringing changes in language, speech behavior and intentions of thinking. At the same time, the global system of computer networks (Internet) and developing media technologies, on the one hand, due to attractiveness of visual images and footage are pushed aside verbal information. On the other hand, the formed technological base significantly expands the boundaries of active search for effective methods and teaching technologies. Thus, the practice of teaching RFL gradually includes various computer and telecommunication means of communication, interactive software and methodological support, thanks to which textual, tabular and graphic processing of data, as well as accumulation, storage, translation of information, etc. Not being able to dwell in more detail on information and communication technologies, we emphasize that they offer significant opportunities for renewal teaching Russian in a foreign audience. The undertaken consideration of the methodology for teaching RFL makes its obvious connection with the evolution of the humanities. To illustrate the revealed pattern, let us turn to the concept of changing the types of scientific rationality. The classical type of scientific rationality (from the XVII to the beginning XX centuries) is characterized by a focus on the studied facility and lack of attention to both the activity itself and the personality of the researcher. This led to the focus of training on the sign-knowledge aspect of Russian language proficiency, as well as the subject-object half of the XX century) focused on the activity itself cognition of the object. In the methodology of teaching RFL, this contributed to first the transition to the conscious-practical, and then to communicative method and setting on the actual speech activity that involved subject-subject relationships between teacher and students. However, this did not take into account personal characteristics of students, their interests, motives and value attitudes that are essential for the development of speech in a non-native language.

### CONCLUSION

Post-nonclassical type of scientific rationality (late XX century) is based on an interdisciplinary methodology and takes into account socially and personally significant tasks, values and targets installation. We will classify the following as methodologically relevant post-nonclassical concepts: 1) the concept of "human dimension" of science (V.S. Stepin), and consequently, human-sized learning activities; 2) a synergistic concept of personality as a holistic one, self-developing and self-organizing system with its own "Project" of self-development (LS Rubinstein); 3) the concept of the epistemological position of the observer, which characteristic of students as perceiving, thinking and evaluating individuals. Thus, the current stage in the development of the technique pre-university education RFL has achievements humanities, which have significant linguodidactic potential. In conclusion, let us return to the article by E.I. Passov and his verdict on exhaustion of communication as philosophy and methodology. Indeed, by limiting the teaching of RFL to a pragmatic goal development of communication and at the same time using communicative method as a way to implement it, we can hardly satisfy the desire of students for personal self-development and spiritual ascending. Therefore, the concept of personality-activity approach requires further development, taking into account the holistic

nature consciousness as the interaction of its reflective, existential (existential) and spiritual components as well as with cultural-historical theory and "summit psychology" L.S. Vygotsky.

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