



ABOUT METHODS, GOALS AND OBJECTIVES OF TEACHING RUSSIAN AT THE UNIVERSITY

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Article history:	Abstract:
<p>Received: October 11th 2021 Accepted: November 12th 2021 Published: December 30th 2021</p>	<p>Russian as a non-native language, which has changed in recent years, has led to a rethinking of the special goals and objectives of teaching the Russian language, the content and methods of teaching. They are now being interpreted more and more from the point of view of the need for practical mastery of Russian (non-native) with your tongue.</p>
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Currently, knowledge of a foreign language is not only an attribute of a person's cultural development, but also a condition for his successful activity in various fields of production. In this regard, the goals and objectives of teaching Russian (as a foreign language) are being revised, new concepts and approaches to teaching foreign languages are emerging, new forms and methods of teaching are being introduced into practice.

So, even in ancient times, another language was studied in order to develop trade relations and was specially taught to translate the literature available in this language into their own language. Based on this approach, it is no exaggeration to say that the concept of "a foreign language for special purposes" is primary in relation to "a foreign language in general, i.e. for general purposes."

In today's highly pragmatic society, people's needs and the goals and values derived from them directly act as a guide. Following the laws of the market, the choice of the Russian language is directly related to the realization of its applied capabilities and personal development. Today, Russian language proficiency allows you to show your abilities, realize your capabilities, develop intellectually, and young people select what most adequately reflects their interests.

Today's real world is a world of communication, dialogue of cultures, mutual interests, healthy pragmatism. Choosing a profession, studying, striving to make a career are universal components of a pragmatic everyday world. Despite personal differences, representatives of different nationalities, social groups, professions as native speakers of the Russian language are easier to contact and understand each other. The knowledge of the Russian language opens access to the world information space and becomes a real force that meets the needs of modern man. The motivated need for the choice and knowledge of the Russian language of the current young generation is primarily due to the fact that it satisfies the needs for recognition, achievement of the set goal, prestige, reputation. Both the latest technologies and the peculiarities of national cultures and languages are the knowledge sought by modern youth. Many years of work confirms all of the above that the Russian language is in demand by today's reality, and for many young people in Uzbekistan it is an alternative solution to practical problems.

Time does not stand still. It dictates to us that the specific techniques developed in the university methodology often activate one or another aspect of the process of professional training of future specialists must necessarily be generalized and corrected in accordance with the most important modern tasks of school teaching Russian as a native and non-native language. Such a correction of university methodological training, focused on the tasks of school education, is caused in general by the facts of lagging school practice from the achievements of linguodidactics of recent years.

Recognizing the importance of developing practical skills in language teaching, teachers do not use in practice teaching methods and techniques that contribute to the implementation of practical tasks. Cognitive tasks often come to the fore in the educational process, which contradicts the understanding of language as the most important means of communication. I think it is appropriate to quote the words of V.G. Kostomarov that "bilingualism should be understood as a good command of a foreign language with the unconditional superiority of the native...Bilingualism arises from the necessity dictated by individual spheres of communication." [1]. That is, teaching a non-native language should have a practical orientation and be based on a high level of teaching of the native language. After

all, it is known that the native language is the language of the soul, the non-native language is the language of memory, and memory, whether we want it or not, manifests selectively, capturing and systematizing in consciousness those linguistic elements (syntactic models of sentences, individual expressions, phrases, words) that have practical significance for this particular person.

Comparison of methods of teaching Russian as a native, as a foreign and as a non-native language reveals their common features and differences. Russian language system is the unifying principle here, the whole complex of linguistic components from which a language system of one volume or another is formed (but with an indispensable adequacy to the system as a whole), offered as an educational model of the Russian language.

Russian presentation form selection depends on the ratio of the Russian language to the native language, on the presence or absence of a similar phenomenon in the native language system, on the presence of specific features of the common material in the Russian or native language system.

It should also be noted that in teaching Russian as a native language, it is currently essential to overcome excessive grammatization in teaching, in the content of didactic material, carried out to the detriment of the other side of learning - practical mastery of speech in the native language.

Consequently, the content of teaching, means, methods and techniques of teaching at school and university should undergo changes and should be revised in terms of the implementation and strengthening of the practical side in them, orientation to the practical mastery of the types of speech activity by students.

Thus, the practical orientation of language teaching covers all the components of linguistic education at school and university. Understanding the practical orientation in linguodidactics should first of all be associated with the speech development of students. Russian as a native language and Russian language teaching at the Faculty of Russian Philology should be characterized as cognitive and practical, and non-native in the conditions of secondary school and non-linguistic university - as practical.

The most important linguistic and didactic principles are determined by the specifics of the subject "Russian language" in secondary school and university with the Uzbek language of instruction and are formulated as related provisions on the indispensable practical orientation of teaching, which is reflected in the following principles:

- the principle of active communication;
- the principle of interrelated learning types of speech activity;
- the principle of the concentric organization of the arrangement of the material;
- the principle of material minimization;
- the principle of thematic organization of didactic material;
- the principle of oral advance;
- the principle of taking into account the native language of students;
- the principle of functional significance of lexical and grammatical material;
- Russian language (Russian speech) integrated teaching principle based on Russian literature (at school).

Briefly about some of these principles. Russian as a non-native language has the same general prospects for the development of the content of education as Russian as a native language. However, in the conditions of a national school, this academic subject acts primarily as a process of teaching speech activity. The communicative and speech tasks of the Russian language as a non-native language encourage us to focus primarily on communicative general speech skills.

Firstly, they are an indicator of spontaneous, fluency in speech and the ability to communicate in a given language. Secondly, exercises that develop communicative skills carry the greatest educational and cognitive charge. Thirdly, in the process of forming communicative skills, a variety of skills are always practiced simultaneously: orthoepic, grammatical, spelling, etc.

The principle of minimizing the material – language/ speech, lexical - is carried out on the basis of minimizing communicative situations, and the teacher, taking into account the specifics of the content of the situations offered in textbooks, can add the vocabulary necessary, in his opinion, for active and passive assimilation within the framework of a communicative topic.

As for the principle of taking into account the native language of the trainees, we are talking about the rational consideration of the native (Uzbek) language, the forms of using data from comparative typological and contrastive analysis of the Russian and Uzbek languages, as well as factors affecting the narrowing of the boundaries of interference. The grammatical system of the Uzbek language should be taken into account in the practice of teaching Russian, because otherwise students will conduct interlanguage analogies on their own, which, of course, will lead them to incorrect conclusions and negatively affect speech practice in a non-native language.

Russian as a non-native language methodology should prepare an opportunity for understanding the specifics of the native language in each specific case of studying the phenomenon of the Russian language, but direct reference to the native language should be strictly normalized. It should be noted that the results of comparative analysis of languages do not find direct application in the educational process. They, as a rule, remain in the methodical "kitchen" of the teacher and only help to detect certain "zones of difficulties" in mastering grammatical forms and categories, to predict certain likely interference errors in the Russian speech of non-Russian students. The greatest value in language teaching is represented by comparisons that take into account similarities and discrepancies not only in the structure of language units, but also in the rules and laws of their use in each language.

However, it is impossible to put the grammar of the Russian language in the center of the student's attention. Therefore, it is necessary to fix the arbitrary attention of students on the distinctive features of the grammar of the Russian language, but at the same time put communicatively significant situational exercises, meaningful and informative texts on the first place in teaching, on the basis of which their speech skills are formed. Taking into account the native language will reduce the cost of study time for mastering the grammatical patterns of the non-native language being studied, and form students' communicative skills in Russian faster and more effectively.

The most successful forms of mastering the linguistic patterns of the Russian language in Uzbek schools and universities are the rules of instruction and functional tables. They briefly present formal indicators of grammatical meanings and describe the meanings themselves. Vocabulary work as an integral part of practical, active teaching of non-native Russian is also based on the principles of conscious attitude of students and students to the material being studied, on the developed motivation for learning a non-native language. The actively used principle of compiling a dictionary today is not only alphabetical order, as it was before, but also its thematic organization: a list of words used in the text is given, synonyms, single-root words are given to some of them, less often antonyms. Such an organization of vocabulary based on the text will allow students to develop their vocabulary more effectively, since it relies on psychological and psycholinguistic patterns of assimilation of language units.

Russian as a foreign language teaching methodology is only being formed in the new geopolitical conditions, based on the developments of the theory of teaching Russian as a foreign language, the Russian language in the national school and university. Experience in the near future should show the continuity and complementarity of these theories and techniques. It is clear that the basic principle of teaching Russian as a non-native language remains: taking into account the peculiarities of the native language and native culture in the educational process is necessary as well as preserving the basic mental historical ties of the individual with the origins of his nation through the national (native) language and culture.

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