

About Some Methodological Aspects of the Problem of Motivation to Learn the Russian Language

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Abstract: The article discusses some aspects of the problem of motivation to learn Russian by representatives of different cultures. The methodological aspects of the problem are analyzed, since the reliance on the activation of the motivational component of the personality as a key factor in the organization of cognitive activity of the student largely determines the success in language acquisition.

Keywords: motivation, personality, cognitive activity, Russian language.

The motivation of learning is generally spoken about at all levels today, but the question of encouraging the study of the Russian language in a modern environment is most important, since in most classes of Russian schools there are representatives of both distant and near neighboring states. The teacher is required to select such techniques and methods of work that, on the one hand, would attract attention to the Russian language as native and non-native, on the other hand, would be allowed to ensure mastery language competence, which is a necessary requirement of the standard of education.

Of course, for a practice teacher, it becomes a matter of honor to organize work in the classroom in such a way as to ask the question "learn Russian or have fun?" it could not have arisen. How to achieve this? The lesson should be interesting! This can be achieved by combining individual, pair, group and collective forms of work, especially in adolescence, when interpersonal communication and the search for one's place in the team come to the fore.

What can provide maximum motivation? The famous Russian scientist A.N. Leontiev drew attention to the relationship of activity with motivating motives, and actions with a goal. Modern foreign teachers also conduct a lot of research on this universal educational problem. Z. Dernei notes that motivation is at the highest level when a student is competent, independent enough, sets ambitious goals, enjoys the respect of others, receives feedback [1, p. 75].

F. Wynn and D. Butler gave a formulation of the latter concepts: "Back communication is information with which a learner can confirm, add, to replace, adapt or reorganize the information in memory, whether the subject or metacognitive knowledge and beliefs about themselves or about the task, cognitive tactics or strategy" [1, p. 243]. It is also important that the student feels in control of the process his teaching.

In our opinion, the whole text method meets all these requirements. On the acquisition of reading skills (and this is very important in connection with the introduction of an oral interview in Russian) is influenced by context. "Individual words are remembered faster and easier if they are used in a sentence. The words standing next to each other and the plot of the narrative suggest the meaning of an unfamiliar word" [1, p. 193].

Exactly this will allow you to organize effective work in the lesson with those for whom Russian the language is native. Different types of work with text, for example, retelling, corresponding to the level of training of students, or work on questions, work on clarifying the lexical meaning of a word, enriching the vocabulary of students, etc.

We offer the following example of a collective task for working in a lesson at a class on the topic "Repetition of the learned about the noun". Read the lines from the poem by A. Fet. It has its own peculiarity, and which one you will now understand and tell yourself (the teacher or student, after preliminary preparation, reads aloud a poem that each student has on the desk or on the blackboard).

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Шепот, робкое дыханье,
Трели соловья.
Серебро и колыханье
Сонного ручья.
Свет ночной. Ночные тени,
Тени без конца.
Ряд волшебных изменений
Милого лица.

Maybe someone has already guessed? This poem is remarkable the fact that it consists almost entirely of nouns. L. N. Tolstoy wrote about this poem: "There is not a single verb in it. Every expression is a picture." Of the 22 words of the poem - 14 nouns, 6 adjectives, 2 service words, and it turns out an amazing, wonderful picture of the night landscape. At the same time, the poems are dynamic: the action is indicated by the nouns running, whispering, rustling, etc.; there is also a movement of the gaze, changes in nature and in the state of the lyrical hero - all this is conveyed with the help of nouns.

What conclusion can be drawn about the role of nouns in speech in general and in poetry in particular?

Continue the sentence: The use of nouns in speech allows ... Next, we propose to write out nouns with the meaning of the subject and action in the columns, we will organize a mutual verification of records. Works well in class at 5-7 classes are evaluated using visual tokens, which are counted at the end of the lesson (for example, a correct answer allows you to earn "1 mind", i.e. a card with with a similar inscription). This assessment method allows you to create a situation of success for each student.

It should be noted that providing feedback means providing information about the task. Therefore, it is important to provide information about the correct answers in order to make changes in the usual activity for students. At the same time, the goals should be specific and quite complex.

Thus, at the Russian language lesson, it is necessary to offer students interesting work with the text, which will not only ensure fluency of reading, expansion vocabulary, reading comprehension, but also will draw attention to language learning.

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