

Some Aspects of Situational-Thematic Presentation of Educational Material in the Classroom on Teaching Russian as a Foreign Language

Radjapova Nargiza Bekmuradovna

Teacher of the department of "Uzbek language and literature" of Karshi engineering economic institute, Uzbekistan

Abstract: This paper is devoted to the depiction of particular troubles of local speakers of a cognate dialect in learning Russian. When considering the moment and consequent dialects, the impact of the framework of one's to begin with dialect is inescapable, the moment dialect is considered by an in phone through the crystal of his / her local dialect. Specific troubles may emerge in case the local dialect and the target dialect are typologically diverse (for illustration, one of them has a few extraordinary syntactic categories that need within the other) or on the opposite are closely related as Uzbek and Russian since at all levels of the dialect frameworks there are likenesses, halfway coincidences which can lead to blending up a few components.

Keywords: Russian language, local speakers, local dialect, syntactic categories, blending up a few components

In the field of teaching Russian as a foreign language, the most urgent problem is – this is a solution to the issue of providing students with educational material in the Russian language.

Let's take a closer look at the issue of preparing educational material on the Russian language for a non-philological profile. This is a difficult question, because in the classroom, students are mostly non-philologists. For foreign non-philology students, Russian are not a major subject, it is not an object of specialization, but is only a means of acquiring it. It follows that language teaching should introduce them to communication as early as possible; introduce them to the specifics of colloquial speech.

And the question arises before us: what kind of professional communication will we involve a foreign listener in? After all, in one group you can meet students with different professional orientations: lawyer, economist, physicist, mathematician, philologist, historian and just a lover of Russian culture, literature and language.

We believe that methodological developments of educational materials on the Russian language, first of all, should reflect the communicative the focus of the training. The object of study should be speech activity, the language itself is perceived as the objective basis of speech activity.

Students should acquire the ability to participate in language communication in Russian, especially in the main types of speech activity of language communication, meaning listening, reading, speaking and writing. The objective basis of this communication is the sublanguage of the studied area, represented by a certain topic, certain situations and a certain set of linguistic means.

To start working on the educational material, first of all and necessarily, the authors must determine: what is the prerequisite for the correct definition of the content of the textbook?

In our opinion, the basis for the correct definition of the content of educational material is:

- 1) selection and systematization of topics;
- 2) speech situations typical of this topic;
- 3) types of language messages;
- 4) types of appropriate language tools.

Preparing educational material in the Russian language for a foreign audience also has its own difficulties. We must always remember that the discipline "Russian language" should be considered as a practical one, and its theoretical aspect is subordinated to practical goals. In other words, the main goal is to activate verbal communication skills based on the studied material.

To achieve this goal, additional difficulties are created, first of all, by the lack of a language environment, as well as the fact that all teachers teach classes in other subjects in the students' native language, and this is quite normal. Thus, the student can practically use his knowledge in oral colloquial speech only on Russian language classes.

For the development of communication skills among foreign students, the teacher should focus on the selection of such educational material that would function in certain life situations. Ordinary speech is always carried out in a specific situation, when the process of mastering the language is as close as possible to the real conditions of communication.

In the course of classes, the language material must be submitted situationally, imitating real communication. For example, noticing the student you are interested in the thing (journal, notes, phone, etc.), we ask: "let me see!", or request: "Go in the clean room, bring me the books!", etc. in order to build a phrase in Russian language, the learner must first navigate situation, to think about what he wants to say, to apply the standard design.

During your stay in a foreign country, the success of mastering Russian the language of foreign citizens largely depends on their abilities apply the memorized phrases directly in any situation [1, p. 40-41].

Situational-thematic organization of educational material is one of the most important principles of communication. For the assimilation of oral speech, training based on communicative situations turns out to be very successful. The selection and organization of vocabulary in the course of classes should apply to all educational material, including grammar. So, for example, when studying the forms of the imperative mood of verbs, such as give, open, close, go, you can first explain the meaning, formation and use of these forms, make sentences with these verbs, etc. But you can use another way. To do this, it is necessary to address the students with some remarks: "Please give me a book (pen, notebook, chalk ...). Close the door! Open the window! Go to the blackboard!" etc. Then invite students to address the same remarks to each other and bring them to a conclusion, that these verbs have the meaning of an order, request, desire, and advice.

And only then begin to acquaint students with the rules of education these forms: give - give - give, open - open - open, go -go - go, etc. All that needs to be remembered, students write down on the blackboard and in notebooks. Then we turn to one of the students, then to the group:

Open the textbook! - Open your textbooks! Close the notebook! - Close your notebooks! Read it! - Read it! Write! - Write! etc. Thus, we gradually bring students to the conclusion about the formations of the forms plural and their use: read + those = read, write + those = write, etc. That's how, in the conditions of the audience, a grammatical category is introduced in one topic and fixed on communicatively valuable phrases. Due to suitable situations, the necessary rules of speech are imperceptibly introduced. But we must also take into account situations of disagreement, refusal of the request. When we use the verb give, give, then there are typical cases of the absence of a particular object. For example, using the lines: "Please give me a pen (pencil ...) completely probably we can hear the answer: "I don't have a pen (pencil...), etc. Thus, along the way, the study or repetition of the forms of the genitive case of nouns in negative constructions is carried out. Therefore, it is in such cases that it is necessary to study these negative constructions. Lexical and grammatical topics are easily combined with topics and situations studied in the classroom.

For example, interrogative constructions: Is it Ali? Who is it? What's it?

They can get both affirmative and negative answers: "Yes, it is Ali", "No, it's not Ali, it's Mekan". Introduction of who questions? So what? Shows the difference between animate and inanimate names nouns, and the introduction of female names in the same constructions (Is this Maria? – No, it's not Maria, its Anna) helps to carry out familiarity with the category of the genus. The same situation helps to spread the studied construction with possessive pronouns: Meet my brother (my sister). My sister is a student, my brother is an athlete. This accumulated the material makes it possible to study such topics as "Family", "Acquaintance", "Home".

Some lexico-grammatical constructions are introduced «rigidly”, lexically, without explaining their grammatical composition. These are phrases of speech etiquette and commands: Hello! Good afternoon (evening, morning)! Please get acquainted! Sit down! Open the books! etc.

Others are universal in nature and require their use in a broader situational context. For example: Please give me...! Let me see...! How much is...?

These phrases are used in situations of communication in a store, in a cafe, in transport, etc.

By teaching students a minimum of language structures, we stimulate positive motivation for self-learning. In the future, students will be able to improve themselves, transfer the learned phrases into new life situations that they will meet.

It is necessary, of course, to remember that there is a big difference between real communication, real communication and educational communication created by a teacher in the classroom, the so-called pseudo-communication. It creates conditions for the accumulation of knowledge and its use in real life. Students gain confidence in their ability to independently use language as a means of communication and express their thoughts. But, it must be borne in mind that semantic communication is created by the situation itself, and not by the mind of the students. There is some negative side to this, since students often transfer the features of semantic messages received in the classroom to other types of social and household communication. As a result, their speech in real communication situations may be unconvincing or inadequate. Therefore, the teacher has the goal of creating in the classroom, as wide a range of different situations as possible, imitating real communication, the ability to provide a lesson an atmosphere of positive communication. So, for example, when creating a search situation, you can imperceptibly put something on the window and ask: Where are my glasses (my magazine)? Students answer: Your points (your log) on the window. Then you can change the location of objects to stimulate responses: Your magazine is on the window (on the table, on the cabinet, on the floor, etc.). You can put pre-prepared objects in different places and offer to ask and answer what and where is present in the audience, involving them in the process of communication. Thus, the introduced constructions are "tied" to objects, creating an illusion in a real setting.

As part of everyday life in the classroom, some situations are conducted by a teacher without special training. These are the usual requests:

Open or close textbooks, go to the blackboard, write something or erase something from the blackboard, read the text, answer the question about who is missing and why, etc. The other part of the situation is impossible without the use of additional visual aids. These can be drawings, diagrams, sound recordings, presentations, movies.

Already at a more advanced level of language proficiency, when already the vocabulary of students is sufficient, the atmosphere of communication can be recreated through the description of situations. For example: "Imagine, that you are taking a tour of the school (city or university).

In conditions that simulate real communication, students compose dialogues, play out micro-rates. Such pseudo-communication promotes the ability to transfer learned constructions and words in the lesson into real communication. And, although the situations created in this way remain educational layouts, pseudo-communication, they still contribute to more effective learning and achieving better results.

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