

METHODS OF TEACHING THE RUSSIAN LANGUAGE IN UNIVERSITIES

Sirajitdinova Nargiza Usmanalieвна,
Department "Uzbek language and literature" of
Tashkent State Technical University named after I. Karimov

Kholmatova Shokhida Tafikovna,
Department "Uzbek language and literature" of
Tashkent State Technical University named after I. Karimov

The current stage in the liberal arts education is characterized by a number of features due to both the urgent needs of society and the dynamics of scientific progress. The specificity of modern liberal arts education is the “human orientation” of the learning process, the associated growth of integrative tendencies between different fields of knowledge and the strengthening of dialogization in the educational sphere.

Anthropocentrism in modern science and education and the desire for spiritual perfection and culture have become a reaction to the spiritual crisis experienced by society. The problem of the language education of a person is especially acute, since the language reacts sharply to the socio-historical cataclysms of society, reflecting the level of its general culture. The content and structure of language education at the present stage varies in educational institutions of various types, depending on their goals and objectives, the nature of their specialization, the staff and contingent of students, the creative aspirations of teachers, etc. At the same time, general trends in the educational sphere are obvious, due to the desire for the philologization of language education and the related craving for the study of a special block of disciplines: stylistics, culture of speech, rhetoric.

The "rhetorical renaissance" observed in modern linguistics and linguistic culture is stimulated by the need for a deeper and more practically oriented teaching of the Russian language. This is demanded by the modern language situation in society. Its originality is determined by the activation of foreign language vocabulary (department, office, mayor, broker, summit, monitoring, manager, blazer, etc.), jargon and argotism, which significantly expanded the scope of their application (hangout, hang out, buzz, cool, cool, steep, etc.), strengthening of colloquial colloquial elements and non-normative neoplasms (photocopy, spit on something, die, get hooked, etc.), loosening restrictions on the use of rude and swear words. The ignorance of strict language norms that has become widespread, emancipation in the use of speech means, including swear words, are the realities of today's life that determine the nature of speech communication.

In this regard, the search for ways and means of improving the speech culture of society, the development of new forms and methods of teaching the speech culture of the younger generation, with which the future of the country is connected, is of particular relevance.

The tasks outlined by the "Provisional State Educational Standard for the Russian Language" (project. - M., 1993), reflected in the federal basic component of education [Pyc. language at school. - 1993. - Ns 4], they orient teachers and teachers of the Russian language at the university and school not only to the new in the content of language education, but also to the search for original methods of teaching the Russian language. Their goal is the formation of "consciously communicative learning" (Pyc language at school - 1993. - 4. - p. 7).

The undoubted advantages of the state educational standard in the Russian language include the introduction of a special section on speech activity and communicative competence, including the characteristics of linguistic and extralinguistic factors of communication. Among the latter, the conditions that determine the nature of communication are especially important: the presence of a specific interlocutor (and associated with this takes into account the parameterization of the addressee); motive; specificity of the subject of speech; common language (code); features of the sphere of communication and speech genre. Attention to the text as a product of primary communicative activity and an object of secondary communicative activity is especially relevant today in the field of education.

Teaching the Russian language at a university and school is ultimately aimed at mastering the culture of speech behavior by students, at developing the ability to use the rules of speech etiquette and communication strategies in various areas of communication, achieving a certain communicative effect.

Thus, the new educational goals, determined by the needs of society, determined the change in the content of language education, significantly expanding it. This is due to the need to develop in students not only linguistic and communicative, but also elementary linguistic competence [Pyc. language at school. - 1993. - 4. - c.8]. The solution of these problems presupposes a more complete and systematic understanding of linguistics as a science with its own history; about the structure of the language, its functioning; about the rules of verbal communication and factors affecting the effectiveness of the communicative behavior of the individual.

New forms and methods of teaching the Russian language are thus determined by the communicative concept of the language. The intensive development of this concept is characteristic of modern linguistics, which is called "anthropological", "cognitive", "communicative", "text linguistics". The new scientific linguistic paradigm does not deny the idea of the system-structural structure of the language and its historical development and change. At the same time, the insufficiency of a static approach to language as a system of signs and the importance of understanding it as a functioning system in a broad socio-cultural context, taking into account the human factor, are becoming increasingly obvious [see: The human factor in language: Language and picture of the world. M., 1988; Human factor in language: Language mechanisms of expressiveness. M., 1991; The human factor in language: Language and speech production. M., 1991, etc.].

This is connected with the promotion of the text and the "linguistic personality behind it" as key concepts (Yu.N. Karaulov, 1989, p. 5]. The linguistic personality is interpreted as an active subject - a native speaker who creatively perceives and implements its resources and laws. , and as "a set of human abilities and characteristics that determine the creation and perception of speech works (texts)" (Yu.I.Karaulov, 1989, p.3]. The text in the communicative aspect is defined as "a communicative system of speech signs and sign sequences, in - flattening the conjugated model of activity of the addressee and the sender of the message" (E.V. Sidorov, 1987, p.5].

The communicative concept of language is active in its essence, it is focused on the creative reflection of linguistic phenomena (including text) in the mind of a linguistic personality. Not a description of individual linguistic facts and rules, but their participation and role in speech activity associated with the creation of texts (writing, speaking) and their perception (reading, listening), becomes the object of attention of linguists, methodologists, teachers. The linguistic phenomena and rules themselves in this context acquire significance insofar as they are important for the purposes of speech communication.

In connection with the concept that actualizes the communicative, social essence of the language, in a new way, in the aspect of multifaceted speech activity representing this object of study, there is a need to develop a teaching methodology adequate to this theory. Its necessity is clearly recognized by researchers, methodologists, teachers. At the same time, it is advisable to take into account the already existing concept of communicative teaching of foreign languages. Known, for example, the technique of G.A. Kitaygorodskaya, focused on the ability to "talentedly communicate"; communicate by teaching. Its general focus is to learn grammar after the need for knowledge of the rules appears. This need arises in the course of direct communication, from which learning a foreign language begins.

It is quite obvious that the teaching of the native language Taoke should begin with the formation of the need to know its secrets, with the creation of an attitude towards comprehending the theory, which is necessary for the purposes of practical knowledge of the language. The emotional factor is extremely important in the field of education. In the process of modern teaching of the native language, it is necessary to emphasize how vulnerable a person is who does not own a communicative culture, including the culture of verbal communication. The task of the method of teaching the Russian language is to introduce pupils and students to the depths of the national language culture, to comprehend the beauty and originality of their native language through acquaintance with the best examples of Russian speech (works of fiction, speeches by masters of eloquence, etc.). d.). Just as important is a detailed, multifaceted study of "negative material" and its editing. Creative tasks related to the collection and analysis of various statements, fragments of speeches by modern public figures, radio announcers, TV presenters, etc., based on students' own observations, can be useful.

Creating a mindset for teaching a culture of speech communication, forming a the need for knowledge of the laws of speech communication, it is possible to most effectively introduce pupils and students to the theory and history of language, the variety of existing linguistic concepts.

It is advisable to take the method of genre-situational learning as the basis for the communicative teaching of the Russian language. Attention has already been paid to the special role of speech situations in the modern study of the Russian language (cp.: Programs for general educational institutions: Russian language. M., 1992; Lvova, 1992; Nikitina, 1994; Boguslavskaya, Giniatullin, 1994; Ladyzhenskaya, Zelmanova, 1995 ; Bystrova, 1996]. At the same time, this technique remains insufficiently developed: there is an intensive accumulation of material that is waiting for its generalization, systematization and testing. Interesting information about the classification of speech genres and the description of some speech situations, including a list of corresponding speech formulas, cliché, is contained, for example, in the works: Formanovskaya, 1979; 1982; Khmeleva, 1983; 1992; Kupina, Matveeva, 1991; Matveeva, Sibiryakova. 1994; Matveeva, 1995; Lvov, 1996 and others.

The tasks of modern teaching of the Russian language also include the modeling of educational speech situations as close as possible to real ones, and the organization of role-playing games. The first involves the variation of well-known speech formulas depending on the change in the components of the situation: change in the parameters of the addressee (social, psychological, age, etc.), change in the intentions (goals and objectives) of the speaker, the sphere of verbal communication (business, household, journalistic, scientific), communication channel and other extra-linguistic factors of communication. It is necessary to master the repertoire of specific speech means that are most appropriate in a given situation.

The technique of role-playing games is extremely effective in communicative teaching of the native language. Their implementation is preceded by familiarity with the concepts: "communicative role", "speech behavior", "variants of speech behavior" of the individual. The purpose of role-playing games is to form skills that are most effective within a certain communicative role and situation. Having received a certain social role (passenger, buyer, client of a hairdresser, etc.), the participants in the game must correlate it with the nature of the proposed situation, taking into account the scope of communication, goals and objectives, and the factor of the addressee. All these extralinguistic factors of communication are designed to determine the general communicative strategy of their speech behavior, including the selection and organization of speech means in accordance with the topic and intentions of the participants in the communication.

The methodology for conducting role-playing games includes preliminary work on thematic dictionaries and analysis of the functional and pragmatic capabilities of words and syntactic constructions of various types. Role-playing games form in students the need to improve their vocabulary and grammar, the desire to deepen knowledge of the style and culture of speech.

The study of the Russian language, therefore, today is aimed at the formation of a culture of speech behavior that has a complex character.

The effectiveness of speech behavior is determined by knowledge of the rules of speech communication and various types of communicative speech strategies, the ability to take into account the socio-psychological characteristics of the communicants and the knowledge of language resources, including expressive means and stylistic devices.

Knowledge of the communicative theory of the text is especially important: familiarity with the categories (images of the author, addressee) and factors of text formation [see. their review in the book: Bolotnova, 1992]; with the patterns of semantic perception of a speech message (text). In this regard, it is necessary to bring the idea of the dialogic nature of communication and the significance of the addressee, who is as active as the speaker (writer), to the consciousness of those learning their native language. The idea of dialogization by M.M. Bakhtin is decisive in modern humanitarian knowledge, penetrating calling its different spheres (cp. the concept of "dialogue of cultures" in modern literary criticism; the dialogic nature of modern language culture; the transition from a reproductive type of knowledge to a productive one in the field of education). Orientation towards the diagnosing is manifested in increased attention to classes in the "development of speech", which, however, still exist separately from the usual lessons of the Russian language at school.

Things are no better in higher education teaching the Russian language. A negative effect is the absence or limitation of tasks of a creative nature, i.e., developing manifestations of specific speech skills. Weakened attention to the problems of practical knowledge of the language in all the variety of its possible manifestations. Often students do not know how to speak, do not have a communicative culture (they do not know how to convince, engage in discussion, etc.). This is because the Workshop on the Russian language is focused on mastering spelling and punctuation norms, practical classes in phonetics, lexicology, morphology, syntax are mainly aimed at mastering modern linguistic theories and developing the skills of linguistic analysis of various types. Classes on the culture of speech are mainly devoted to the narrow issues of the normalization of the Russian language. At the same time, as a rule, the reproductive type of learning dominates in all classes, only in stylistics classes the student has the opportunity to prove himself as a linguistic personality, performing creative tasks of various types, mastering communication skills in various fields and speech genres. . However, in this case, too, a small number of study hours provided by the program for this course significantly limits the productive speech activity of students. In the conditions of the modern language situation, there is a need to increase the courses of practical stylistics, which has a communicative orientation, and rhetoric, which is taught in many schools, lyceums and gymnasiums, but is often absent in the system of higher education teaching the native language.

There is a need to devote every lesson in the Russian language at the university and school to the development of speech. The main way to achieve this is to increase attention to text as a didactic unit of educational material and a form of communication. The first is related to the text-centric orientation in the study of any linguistic phenomenon. The priority is not an isolated sequential consideration of a linguistic phenomenon (for example, a word or phrase, synonymy or antonymy, etc.), but its functional-pragmatic study within the text, where it receives a communicative orientation and conditionality by the tasks of verbal communication. Classes in Russian literature at school and a course on linguistic analysis of a literary text at a university are focused on the study of text as a form of communication. Their goal is to study the text as a verbal (linguistic) work "in the unity of its content and ways of linguistic expression of this content" [Gorshkov, 1996, p.2]. The methodology for conducting such classes is aimed at comprehending by pupils and students the deep meaning of the text, its ideological and thematic originality and artistic features. At the same time, a deep knowledge of all sections of linguistics should be combined with knowledge of the theory and history of literature.

The activity approach to text analysis in terms of its generation and semantic perception and interpretation determines the choice of special ways and means of involving pupils and students in a creative dialogue with the author, teacher, and colleagues. The inclusion of students in the communicative activity, the naturalness and harmony of their co-creation largely depend on the pedagogical skill of the teacher, who sees in everyone an independent personality, recognizing her right to linguistic creativity and the variability of the semantic interpretation of the text. Without a sense of freedom, looseness, self-respect and respect for the opinions of others, the linguistic creativity of a person is impossible. The formation of the need for participation and the desire to improve is the initial stage in students' awareness of their language ability. Classes in Russian literature (fiction and non-fiction) are ultimately aimed at a productive type of learning, at linguistic creativity (cp. writing reviews of books; articles; reviews literature on the problem, preparation of a public speech in connection with graduation from school or university, writing poems on given topics, etc.).

This stage is preceded by a philological analysis of texts, including "negative material", by conducting stylistic and psycholinguistic experiments that allow us to see how different variants of the linguistic design of a certain meaning; and the specifics of the reflection of individual language units, text fragments and the text as a whole in the minds of native speakers. The use of questionnaires and interviews that reflect the testimony of the linguistic consciousness of informants makes it possible to judge the diversity of creative understanding of linguistic facts, the commonality and variability of linguistic abilities and speech behavior of native speakers in different situations.

In general, what is new in the modern methodology of teaching the Russian language at a university and school lies, firstly, in its communicative nature and the related focus on

dialogue, anthropocentrism and text-centrism. Secondly, in the focus on improving the creative language ability of the individual. Thirdly, in the complex use of personality-activating methods and techniques based on the testimony of the students' linguistic consciousness.

The communicative method of teaching the native language requires further development.

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