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## Actual Problems of Modern Methods of Teaching the Russian Language

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### ABSTRACT

The paper attempts to consider approaches to teaching Russian as a foreign language at the initial stage as a means to achieve such a level of language proficiency when the student could independently solve the language problems that arise before him.

### Keywords:

Russian as a foreign language, fundamental knowledge, approaches, communicative

**Introduction:** All countries of the world came to a common opinion: for the formation of a multicultural personality, it is necessary to have not only the native language, but also the languages of others countries. The study of the methods of teaching Russian as a foreign language is becoming an important condition and an integral part of preparing students of Uzbekistan universities for their future professional activities. The paper deals with the problems of learning the Russian language as a foreign language at the initial stage and methods that help to solve them effectively.

**Discussion:** Many researchers spoke about the role of the Russian language as the language of international communication. Its importance is also noted as the language of beautiful Russian art and great Russian literature. Therefore, today there is an increase in interest in the study (Maksimova, Omelchenko, Noyanzina). "The relevance of all issues related to culture and the methodology of studying the Russian language in the dialogue of cultures has now

acquired an unprecedented acuteness" (Mullagalieva, Mardieva, Galimyanova, p. 8). From the very beginning of learning a language, it is necessary to carefully work out the phonetic aspect of the language. This is justified by the fact that the correct methodology for teaching Russian as a foreign language at the initial stage allows students to form the necessary phonetic (auditory-pronunciation) skills necessary for further mastering all types of language activities. The effectiveness of the methodology in the modern world is determined by its final stage, so the goal of teaching the Russian language at the initial stage is to help students develop understandable, correct speech and ensure mastery of the listening skill. Of course, the Russian language causes difficulties for foreigners studying it, not only because of the rich lexical composition and its polysemy, but also due to articulatory aspects, which must be carefully trained from the very first lesson.

The phonetics of the Russian language causes difficulties in learning for the following reasons:

1. In other languages, there may not be a whole palette of different sounds and combinations of sounds, which is presented in the Russian language. Often you have to start training the muscles of the articulatory apparatus that have never been involved before, which causes not only discomfort, but in some cases real physical pain.

2. The second reason is the small volume of the lungs. For the correct pronunciation of some sound combinations of the Russian language, it is necessary to have a different supply of air than for mastering many other languages.

Taking into account all the above difficulties in mastering the phonetics of Russian as a foreign language, it is necessary to select teaching methods taking into account the most comfortable overcoming of them. To achieve the result in the most optimal way, you can perform a variety of exercises for the organs of speech, memorize poetry, proverbs, sayings, tongue twisters and even songs in Russian. The main task at this stage is to get the student to understand what is the correct phonetics and intonation in the Russian language, because this is fundamental knowledge. Of course, the beginning of learning a language should be associated not only with the phonetic, but also with the lexical and grammatical aspects. The initial period of teaching Russian as a foreign language forms students' communicative competence, consisting of speaking, listening, writing and reading skills. These skills are basic and contribute to effective communication in a language environment. Constant replenishment of vocabulary in the process of learning activities is necessary for complete immersion in the language environment. The formation of lexical competence consists in the ability to use the lexical side of the language being studied. However, it will be more productive to consider it from the perspective of linguistic, as well as motivational, reflective, communication-oriented orientation. The trend towards globalization of the Russian language

opens up a number of new difficulties associated with the formation of lexical competence. First of all, this is due to the insufficient formation of the student's communicative culture of the totality of knowledge, skills and communicative qualities that allow students to freely navigate in the language environment from an early stage. Another important problem is the insufficient focus on ethno-rhetoric. Ethno-rhetoric is the science of the peculiarities of the culture of a particular people, manifested in real life. Very often, without extralinguistic knowledge, it is difficult to understand the motives of speech and behavior of an interlocutor belonging to another ethnic group.

The lack of ethno-rhetorical information in real life puts before the teacher of Russian as a foreign language the task of constantly improving the process of teaching this subject in the modern educational paradigm. The most relevant way to solve this problem is a socio-cultural approach. Under him, education is conducted inseparably from the culture of the country of the language being studied, helping students to plunge into the mentality of the country and avoid future misunderstandings generated by different upbringing. Some difficulties are caused by the study of grammatical structure of the Russian language. From the very beginning, it becomes clear to students that the grammatical structure of their language and Russian have almost no points of contact. For example, verbs in Russian can be conjugated; nouns can change gender and case, and so on, which many languages of the world cannot boast of.

The study of the grammatical structure of the language at an early stage plays an important role, as it helps to fully master the communicative competence. Personal-activity and communicative-activity approaches to learning help to overcome this problem. With both approaches, the grammatical structure of the language is acquired in the process of solving communicative problems, that is, the repeated repetition of speech samples in the classroom during speech. However, with such approaches, the assimilation of grammar

occurs only at a subconscious level. Memorization of the grammatical structure of the language in students in some cases occurs intuitively: they feel the features of the language in the process of speech. The best way to improve the grammatical competence of such students is to provide them with sufficient reading of texts and pay more attention to the generation of speech in the learning process. However, most students have difficulty learning to use correct grammatical forms in speech. In such cases, it is advisable to allocate separate layers of lessons for the study of grammar, which allows you to first master the theoretical complex, and only then implement it in life. To date, the method of shifting the focus from informational learning to methodological learning has shown its effectiveness and prospects for further research. This allows students, in the process of obtaining new knowledge, to form a clear system of language and contributes to the most productive communicative activity. Educational and teaching aids are issued, which include several methods and approaches to learning, which contributes to effective methods and techniques for the formation of professional speech.

The use of traditional and innovative practices allows teachers to focus on the following tasks for foreign students:

1. Speech orientation. For example, reading and speaking at the beginning of learning a foreign language, he retains in memory a smaller number of foreign words than the words of his native language, he comprehends the message more slowly.
2. Complexity.
3. Variety of student work forms.

Emphasis should be placed on active and interactive learning. It is important to constantly provide feedback between the teacher and students (explanation, verification of completed exercises and work on mistakes). It promotes interaction between the teacher's collaboration and the audience. Interactive learning method allows sharing information between all participants in the educational process (when students work in pairs). This

improves the formation of communicative competence, provides for the implementation of discursive and initiative tasks. At the same time, interactive learning is considered today the day is the most advanced, as it involves every student equally in the educational process. This is the reason for the need to search for new methods and techniques of work when studying models of Russian speech etiquette in a foreign audience.

Educational situational tasks that contribute to the establishment interpersonal communication are examples of speech behavior. At the same time, their solution is impossible in the absence of the principle of a personal and communicative-activity approach in teaching. The role of the teacher in these approaches is not only in the constant monitoring and correction of speech imperfections, but also in creating an atmosphere conducive to communication among students, which would contribute to the employment of all students in learning. As we said above, the communicative-activity approach is aimed at solving communicative problems and is based on the study and repetition of typical speech patterns in various situations. In addition, it is important to take into account the presence in the text of lexical and lexico-grammatical models that are currently being studied or have already been passed.

**Conclusion:** Thus, we found out that the study of Russian as a foreign language is at the initial stage almost the main part of the entire learning process. The knowledge laid down in this period is fundamental and affects all aspects of the language in the future. The formation and assimilation of a solid layer of knowledge will allow the student to quickly assimilate new information, and sooner come to independent study of the language. Modern methods of teaching Russian as a foreign language, presented in our work, are only a superficial view of the problem. The study does not claim to be a complete and comprehensive review of all existing methods. The subjects of modern education, in particular the study of

Russian as a foreign language, are individuals who are open to foreign cultures and capable of tolerant dialogues. This can be achieved by the methods of language learning described above.

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