

PROBLEMS OF RUSSIAN LANGUAGE TEACHING IN HIGHER EDUCATION AND THEIR SOLUTIONS

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ABSTRACT

The languages widely used in science, technology, art, tourism, international communication and international affairs are advanced languages, and today in most countries of the world the language is taught as a foreign language not only within its own borders, but also within other countries. It means interacting with nations and cultures, learning more to be effectively recognized and taught. Although modern teaching methods have been developed for teaching foreign languages, especially Russian, there are specific problems with learning. In the article, we will discuss these issues.

KEYWORDS: *Russian language, Problems of teaching Russian, methods of learning Russian.*

INTRODUCTION

Decisions made today in the direction of education policy have a broad impact on the country's scientific, economic, political and cultural needs." The system of early foreign language education for children, which has been introduced in some countries since the 1990s,[1] is also in line with our country, and in 2017-2018 it was proposed to adopt some legislation in this area. Many studies today show that the success of Russian language teaching in childhood can be achieved if it is carried out with appropriate methods and approaches. However, such success can only be achieved if the language teaching methods and teaching materials are appropriate to the level of knowledge of the students. There are two main conditions for this: the student's ability to communicate in a Russian-speaking environment and the use of the Russian language being taught, and the presentation of the language being taught in meaningful contexts.

THE MAIN RESULTS AND FINDINGS

As in our country, the time and speed of language learning are important in systems where the Russian language is limited to the scope of the course. There should be a training program which in order to acquire the skills of listening comprehension, speaking, reading, writing and vocabulary, and to be able to apply all these skills and abilities in the Russian language, classes will be held regularly and effectively for 5-7 years. From this point of view, there are not enough Russian language classes in higher education for a week. Language teaching, which is naturally a means of both written and oral communication, requires continuity [2].

A student may not be able to master a foreign language system that allows them to communicate only 4-5 hours a week and not be able to use it in their environment [2]. Another serious problem in language teaching is related to the methods and teaching aids used in language. An examination of textbooks used in higher education reveals that there is no connection between the components between the topics and no connection between the units of vocabulary, despite the myriad of vocabularies. When we use language in every situation in life, every word that comes out of our mouths is semantically connected to what is said before or after. At a time when technology is

rapidly evolving, there is no doubt that textbooks should not be the only source of language teaching. If we consider that in 80% of cases our teachers use textbooks in teaching Russian throughout the country, it is necessary to pay special attention to the preparation of other books and additional teaching materials. Today, we are in a situation where a 7-8 year old child who started learning a foreign language in the 2nd grade of primary school came to the end of the 4th grade last week or last night in a language that he or she has been learning for 3 years. cannot tell the action that took place. Because the content of the textbooks used in primary school does not allow it [3].

In the early stages of learning a foreign language, the influence of the characteristics of the students' native language can be observed. Also, when learning a language, many aspects of a language develop slowly. Some features and aspects of language are learned earlier and some later. Sometimes it takes a long time to master many seemingly simple aspects because of the differences between languages. If a student does not have the opportunity to hear and use the language, he or she will not be able to make positive progress in language learning and will soon forget what he or she has already learned.

Each language presentation material should be meaningful and the topics should be linked to each other and, if necessary, linked to what the student has learned in other classes. In this case, Russian teachers are required to work together and make plans together with other teachers who teach the class. It also requires taking into account and relating to each student's experience and life as they study. In this context, content-based models and fairy tales and songs can be used in the teaching process that correspond to the levels of cognitive, linguistic, and social development and activities in which students are directly involved. In short, given that more than half of the world's population speaks two or more languages in their daily lives, we can be sure that learning Russian is not a miracle. In addition, we can teach Russian to students not only as an opportunity for a few people to succeed, but also so that they can keep pace with the times.

Another reason for the difficulties in teaching Russian to students is the uniqueness of the Uzbek alphabet. For example, students take a letter from the Russian alphabet as the letter "u" in the Uzbek alphabet and pronounce it as (y) [4].

Since there are many mistakes in the early stages of teaching Russian as a foreign language, which can be explained by different levels of students, insufficient writing, listening skills, etc., special attention should be paid to the phonetics and morphology of Russian.

In teaching Russian phonetics, it is important to take into account a number of phonetic features of the Uzbek language [2].

If in Russian the letters yo, yu, i are separate letters and mean two sounds at the same time, in Uzbek they correspond to yo, yu, ya combinations. Therefore, students should pay special attention to the spelling of Russian words where the letters e, e, u, etc.[5].

This means that phonetic exercises in Russian should take into account the peculiarities of the Uzbek phonetic system and focus on pronunciation skills, of course, the pronunciation of all sounds. For Uzbek students, knowledge of the phonetic system of the Russian language and good pronunciation skills will be the basis for further study of grammar and successful mastering of the course.

In the first stage of language learning, it is important to study morphology at the same time as phonetics lessons. Due to the lack of a gender category in Uzbek, it is sometimes difficult for Uzbek students to distinguish between masculine, feminine, and synonymous words when studying a horse as a part of speech. Special attention of students is paid to male and female horses, which have a soft mark at the end. When studying the problems of teaching Russian, it is necessary to take into account that there are no prepositions in Uzbek, so students should

remember Russian prepositions, which are usually used with horses in a particular situation.

Focus students' attention on the qualities that must soft (-th, -th, -ee, -th) and hard (th, -th, -th, -th), taking into account the peculiarities of the ending of the adjectives. For this, too, the task and experience play an important role in improving the skills of adapting with adjectives and pronouns. As one of the tasks can be corrected from you or with errors (without a soft sign, end of incorrect adjectives, etc.) [6].

A number emerges in the study of the verb. Students are imperfect and find it difficult to change verbs (e.g., situations and attempts), which is explained by the fact that the Uzbek language has no form (no infinitive form). The formation of the imperative form of the verb can also be difficult, because in the Uzbek language the imperative form is the verb stem. Finally, some students find it difficult to remember the morphological features of the suffix and to distinguish this part of the sentence from the adjective. If in Russian there are special morphological features that distinguish adjectives from suffixes, in Uzbek they do not exist, so students do not add the ending. In some opposite-sex adjectives, the adjective becomes an adverb as a result.

The student must first develop strong skills in making verbs and adjectives, and then adjectives. It is important to choose exercises that form the ability to make suffixes, to distinguish between phrases (with agreement and addition) and adjectives and suffixes in sentences as part of speech. In teaching students Russian as a foreign language, it is also necessary to increase the spelling literacy of students, first to teach them simple and then complex rules, so that they can successfully master the curriculum [7].

Dictations must be performed in order to check the level of formation of spelling skills. It is also important that students are able to explain the spelling of a word, prove their choice, and make rules using syntactic models of scientific discourse. At this stage, a special place in the teaching of Russian language belongs to the study of formal business and scientific methods of speech. Most students have a conversational style, sufficient grammatical knowledge, a certain vocabulary, but find it difficult to say monologues in natural communication, and do not know the structure and structure of the text. It is necessary to teach the terminology of a particular specialty, an abstract dictionary, qualified communication in a professional field[8].

Research has shown that there are three main problems in teaching a foreign language:

- First, the lack of qualified teachers;
- Second, the methodology is outdated;
- Third, the curriculum is not up to date.

Finland and South Korea have had similar problems for 30-40 years, and they have worked in three directions to solve this problem:

- 1) Much attention has been paid to improving the skills of teachers, enhancing their prestige in society and their attractiveness as a profession.
- 2) Methods of teaching Russian have been improved on the basis of world-recognized and tested methods.
- 3) Ensuring that educational programs are improved on the basis of modern requirements and best international practices, as well as healthy competition in the field.

Based on this, we make several suggestions:

- 1) In the system of continuing education, it is necessary to introduce a continuous vertical system of professional development and professional development of Russian language teachers. At the same time, it is important to pay attention to the fact that every teacher trained

in the training meets the minimum requirements. It is necessary to create open resources for independent development and professional development of students and place them on a single platform. Students need to be connected to strong teachers and language learning needs to become a continuous process. To this end, it is necessary to organize continuous professional development courses for foreign language teachers on the basis of basic schools with experienced teachers. It is advisable to involve international organizations and the non-governmental sector in this process.

2) Introduce the experience of the private sector to training institutions and schools. In particular, it is recommended to use internationally recognized language teaching programs, use game-based language teaching methods, and improve the ability to use software that allows you to learn the language independently. In addition, the experience of the private sector, presidential schools and Finland in foreign language teaching should be disseminated and private sector services should be made more affordable. The reason is that in some places the private sector is doing what the public educational institutions cannot do effectively and efficiently. At the same time, as noted by the President, it is possible to organize foreign language courses in educational institutions for students and teachers, even on a contractual basis. The system of training foreign language teachers should also be reconsidered. There is not enough foreign experience in this system, it is taught according to the old methods.

Most foreign language teacher training students go on to study a foreign language at educational centers. In foreign language universities, the learning environment should be different from others, communication should be in a foreign language, a language environment should be created, and all subjects should be taught in the foreign language they are studying. In this regard, it is necessary to spread the experience of private and foreign higher education institutions throughout the higher education system.

3) In the system of higher education it is necessary to open bachelor's and master's specialties taught entirely in Russian. Not only does it provide language training, but it also plays an important role in enhancing the international attractiveness of the higher education system. Also, in academic lyceums, in-depth study of subjects in Russian is very important for the development of gifted students, as it expands the source of knowledge for students who know the language, eliminates artificial barriers to language.

4) There are internationally recognized foreign language teaching programs and we should apply them to the education system, taking into account national specifics. It is also necessary to introduce foreign-recognized ready-made programs for the training of foreign language specialists in higher education. The Education Inspectorate, in cooperation with all ministries, is currently studying the experience of Finland, South Korea and the international community and working to improve the national curriculum for the continuing education system.

5) Institutional reforms are needed. In the system of continuing education, the organizations responsible for the development of innovative methods of teaching the Russian language work independently and in a distributed manner. There was a need for an organization that would coordinate their activities and pursue a single policy for teaching Russian. The new agency will have to organize the work in this direction effectively.

6) It is necessary to develop and implement a professional standard for foreign language teachers based on labor market requirements and international experience.

CONCLUSION

A professional standard is an agreement between an educational institution and the labor market that reflects the requirements of the labor market, ie the knowledge, skills and competencies required of a teacher. Curricula for training, retraining and retraining of Russian language teachers

should be developed and implemented on the basis of this standard. In this regard, the relevant ministries and departments are developing draft regulations to take Russian language teaching to a new level. Ensuring the quality of implementation of decrees and decisions will help to solve existing problems and ensure the quality of Russian language teaching in our country in the future.

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