

RUSSIAN LANGUAGE IN THE MODERN WORLD: TRADITIONS AND INNOVATIONS IN TEACHING RUSSIAN LANGUAGE IN NATIONAL GROUPS

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ABSTRACT

The article discusses the traditions and innovations of teaching the Russian language in Uzbek and foreign language areas of higher education.

Keywords: Russian literary language, language barriers, interpersonal communication, Russian language teaching.

INTRODUCTION

Language and time are one of the problems that concern researchers. Language lives in time, and time is reflected in language, more precisely, it influences language. The increased rate of linguistic change is explained primarily by the changing composition and shape of Russian society, the change in social, political, economic, and psychological attitudes.

Previously, fiction was the source of the norm; language drew its resources from it (that is why it is called literary). Now the situation has changed. Russian speech is largely updated through the language of the media, the colloquial sphere. Television, radio become trendsetters of speech fashion, educators of linguistic taste - often of a low class. However, these processes cannot be ignored, they contain the objective needs of a new generation - more technically educated, more relaxed, more in contact with speakers of other languages.

LITERARY ANALYSIS AND METHODOLOGY

Language processes, especially the expansion of the vocabulary, are influenced by the development of science and technology. For comparison, we give the following figures: a dictionary of works by A.S. Pushkin has 21 thousand word usages, William Shakespeare - 24 thousand, and the latest edition of S.I. Ozhegov's dictionary includes 72,500 words and 80,000 phraseological units. At the same time, the development of electronics and computer technology has led to the emergence of 60 thousand items; in chemistry, according to N.L. Vasiliev, there are about 5 million nomenclatural and terminological names. At the same time, in the development of the Russian language, processes stimulated from the outside and by the internal laws of the language are revealed.

One of them is the law of consistency; the other is the law of tradition, holding back innovation; further - the law of analogy, which undermines the foundations of the law of traditions, as well as the laws of economy (least effort in expressing thoughts) and contradictions (preparing, as it were, an "explosion" from within).

An example of the law of tradition can be considered the preservation of stress in the words turn on - turn on, call - calls

The law of analogy, i.e. likening one form to another, works, for example, in the case of reading - reading and waving - waving (colloquial) instead of waving.

The law of speech economy is manifested in the use, especially in oral speech, of simple forms instead of complex ones: buckwheat - buckwheat; The brother said that his father would come.

- The brother said about the arrival of his father, it also appears in abbreviations: university, CSPU, etc.

The operation of the law of contradictions, for example, can be seen in the fact that the names of kinship change, instead of brother-in-law - the wife's brother, instead of brother-in-law - the husband's brother; signs of written language and even its symbols appear in oral speech: a person with a capital letter, kindness in quotation marks

Of course, active processes are observed in Russian vocabulary and phraseology. The vocabulary is growing rapidly, as, according to scientists, the amount of knowledge that humanity has is doubling every 10 years. In addition, the orientation of the media towards easy communication, a change in the psychological attitude to the language has led to the fact that linguistic traditions do not rigidly fetter a person, the formality in the forms of expression has weakened, and the scope of spontaneous, unprepared communication has expanded. Officials no longer speak "on a piece of paper", they have abandoned the "ritual language". At the same time, the speech of many people, especially public ones, is far from perfect. This raises concerns about the "corruption" of the language.

The methodology of teaching foreign languages and Russian as a foreign language in particular is going through a stage of active development, rethinking the goals, objectives and principles of teaching a foreign language, searching for new ways and means of teaching. The practice of teaching foreign languages dictates the need to integrate the methodology of teaching foreign languages with other humanities, such as psychology, sociology, ethnography. In recent years, there are more and more supporters of understanding the process of teaching a foreign language as a process of intercultural communication, that is, "communication of linguistic personalities belonging to different linguocultural communities". As S.G. Ter-Minasova: "Each lesson of a foreign language is a crossroads of cultures, it is a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture: behind each word there is a national consciousness ... idea of the world." The goal of teaching a foreign language (in particular, Russian as a foreign language) in this case is, first of all, the formation of students' communicative and, in its composition, intercultural competence as "the ability to communicate with representatives of another culture, including the ability to understand the limitations of one's own culture and one's own language. , and the ability to switch when meeting with another culture to other not only linguistic, but also non-linguistic forms of behavior.

DISCUSSION AND RESULTS

The task of the teacher of the Russian language is not just teaching foreign students the language system of the Russian language: phonetics, vocabulary, grammar, but the formation of their ability to correctly assess the communicative situation when communicating with native speakers, read the cultural codes contained in the speech of native speakers of the Russian language, adequately perceive signals non-verbal communication (gestures, facial

expressions, etc.) of the interlocutor. In addition to reception, the goal of teaching the Russian language is to form the readiness to act and produce speech works in accordance with the cultural, etiquette and speech norms of the Russian linguistic and cultural community.

One of the urgent problems that attracted the attention of teachers and teachers working with foreign students in the light of intercultural communication was the problem of adapting foreign phones to learning and living in a foreign cultural environment. The first wave of research on the phenomenon of adaptation ("adaptation of an organism, personality or group to new external conditions" [Azimov, 2009, p. 4]) was devoted to the psychological and social adaptation of foreign students to Russian higher education. In these works, the regularities and nature of the course of psychological and socio-psychological adaptation of foreigners to training in universities of Russia (Ivanova M.A.), didactic (Chernyavskaya T.P.), sociocultural (Chesnokova N.V.) were formulated, pedagogical conditions were considered socio-cultural and socio-psychological adaptation. The authors of the studies developed practical recommendations for teachers working with foreign students in the country's universities. However, these works consider the phenomenon of adaptation, first of all, as a socio-cultural or socio-psychological phenomenon, and measures to facilitate the adaptation of foreign students to study and life in Russia mainly relate to the field of administrative, organizational, educational, pedagogical. A peculiar result of studying the relationship between adaptation processes and the effectiveness of teaching foreign students was the selection of A.I. Surygin of the principle of taking into account adaptation processes when teaching in a non-native language for students: "the process of teaching and educating students in a non-native language must be built in accordance with the level of socio-psychological, including academic, and physiological adaptation of students."

CONCLUSION

As we can see, social factors are largely nationally specific, but they lend themselves to a systematic description and can be taken into account when developing a methodology for working with a certain contingent of students.

Based on a systematic description of the national-specific features of a certain contingent (in our case, Arabic), as well as diagnosing adaptation problems in students of this contingent who are already studying Russian in Russia (questionnaires, conversations, observations), we propose to develop a model of adaptation of this student contingent in different settings (mono-lingual or multicultural group, short-term or long-term training, level of initial training). At the same time, a nationally oriented model of linguocultural adaptation should be built taking into account and on the basis of the ethnopsychological, ethnocultural, educational and cognitive characteristics of foreign (Arab) students and be a set of pedagogical and methodological methods of adaptation by means of the Russian language in relation to this specific contingent of students and specific goals and working conditions. This model should be a multi-component multi-level structure, covering all types of adaptation that are significant for a given contingent of students, and all levels of relations between the foreign phone and the environment. Depending on the terms of study, goals and objectives, as well as on the national content of the group (mono-lingual or multicultural study group), a teacher of Russian as a foreign language can use the entire range of tools or its individual elements.

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