



SCIENTIFIC BASIS OF INNOVATIVE COMPARATIVE METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

Navbahor Toyirjonovna Abdulkhakimova

Senior Lecturer, Department of Uzbek Language and Professional Education, Tashkent Institute of Chemical Technology, Tashkent, Uzbekistan

ABOUT ARTICLE

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Abstract: Teaching the Russian language to non-Russian audiences in the era of globalization and intercultural interaction is becoming more important than ever. And a special role in this regard is assigned to a specialist in Russian as a foreign language. At the moment, Uzbekistan has accumulated significant experience in considering the tiers of the Uzbek language system in comparison with the Russian language.

The main objectives of training non-philological students are: developing skills and abilities to work with special texts; training in the basics of professional communication; development of communicative and cognitive needs using the Russian language; formation and improvement of the ability to enter into communicative relationships in various communication situations, including those close to professional ones, using commonly used and terminological vocabulary while freely using the rules of grammar. Learning the Russian language always takes place on the basis of automated skills to operate with the facts of the native language. At the present stage of the development of methods of RFL teaching, control problems remain relevant for the most objective assessment of the knowledge of students of technical universities, forms of control are constantly being improved.

INTRODUCTION

Relevance and necessity of the topic of the article. One of the important factors in the world of linguistics is the creation of new ways of accelerated teaching of a given language as a foreign language, based on its unique national and historical characteristics. It would be reasonable to believe that there are different and unique approaches in the field of teaching foreign languages, based on comparative, intensive, interactive, innovative, interesting and entertaining teaching methods, which do not deny each other, but complement each other, based on the necessary scientific and theoretical research.

In particular, the study of the linguistic and speech relationships of English, Spanish, Arabic, Russian, French and Chinese, which have official working status of the United Nations, as well as the creation and implementation of new effective methods of teaching these languages as a foreign language, is rapidly developing information technology and accelerating modernization not only social, but also economic spheres in the era of globalization.

In the world of linguistics, not only the lexical-semantic composition of words of a particular language is taken into account, but also the connection between the use of these words in the speech of a particular subject, their pragmatic content, evaluative relations, national-cultural aspects, comparative analysis of their equivalents in another language, the study of its general and distinctive features, including problems of adequacy on a monographic scale, which is one of the most pressing issues.

The formation of various knowledge structures through the conceptualization of language and thinking, the formation of word meanings, problems of synonymous relations, comparative study and demonstration of them using the example of two languages are of great scientific and practical importance.

In order to ensure the effectiveness of the practical use of linguistic means by people of different nationalities, scientific research is being conducted. Methods of comparative study and teaching of foreign languages, taking into account the nature of the national language, as well as the creation of innovative methods, is one of the pressing issues on the agenda of modern linguistics.

With the acquisition of independence, the importance and relevance of national and cultural factors increased, the issues of expanding the scope and increasing the prestige of many studies in various fields of science were put in first place, and new opportunities were created for conducting such research. "We need to realize our national identity, study the ancient and rich history of our country, strengthen scientific research in this direction, and fully support the work of scientists in the field of humanities," imply the practical results of any theoretical research.

The position of the Russian language in the world, especially in countries that are members of the Commonwealth of Independent States (CIS), including in the Republic of Uzbekistan, as well as the comprehensively developing cooperation between Uzbekistan and Russia and many other factors, the issue of teaching Russian as a foreign language based on the creation of new effective methods and techniques in this area shows the relevance of the questions posed to scientists, researchers and experienced teachers.

It is important to teach the Russian language based on innovative methods to students whose native language is Uzbek, studying at technical faculties, in comparison with their native language, as well as a multifaceted comprehensive analysis of the educational and training process, including a broad study of functional-stylistic and lexical-semantic features texts selected for this purpose from a very large

material collected for practical classes and self-study and practical assignments, proves the relevance and importance of the work.

The degree of knowledge of the problem. A comprehensive analysis of a number of scientific and educational literature on this topic shows that solving the problem of effective teaching of foreign languages largely depends on the creation of a new, innovative methodology. Based on this, when creating a new methodology for teaching foreign languages, firstly, it is important to use existing, practice-tested resources for teaching foreign languages, and pay attention to their effectiveness; secondly, it is important to create a methodology that wisely uses students' native language when teaching foreign languages, explaining to students in simple, interesting and expressive language that the laws of the internal development of our language differ from the laws of development of the foreign language being studied in a simple and convenient form.

The issue of teaching foreign languages has attracted constant attention from scientists. Linguistic units, which include words, phrases, sentences, texts, and the semantic integrity of each of these units depends on the lexical-semantic structure of each of these units, as well as their lexical environment in the context, the degree of activation of semantic facets, which are constant and necessary in speech, a paradigmatic connection in the meanings of these units, with a comparative examination of the Russian and Uzbek languages - that they are the same in meaning, but different in the subtleties of meaning are reflected (connotations, additional meanings, national flavor, etc.), research questions are broad are studied in the world, Russian and Uzbek linguistics, Turkology.

However, the results of these studies are not yet sufficiently used in the field of methods of teaching a foreign language, improving methods and techniques, developing new ones, including when teaching Russian as a foreign language to citizens whose native language is Uzbek, in comparison of the Russian language with Uzbek.

Research in this direction is still being carried out and published only in the volume of the article (link to the works of prof. B.H. Daniyarov). However, this issue has not yet been covered in a monographic plan, in the scope of a dissertation, and has not found its complete solution.

In particular, a number of issues related to the introduction of a comprehensive analysis methodology that explains the methodology of teaching Russian as a foreign language to students of technical specialties by comparing it with their native language have not been studied. In general, it shows the need to study this topic in a monographic plan in Uzbek linguistics.

The purpose of the study is to scientifically substantiate the issues of teaching the Russian language to students of non-philological specialties, comparing it with the native Uzbek language.

Research objectives: - explanation of the philosophical and methodological foundations for studying students' learning of the Russian language in comparison with their native Uzbek language;
- justification of the process of teaching the Russian language to students studying non-philological specialties, in comparison with the native Uzbek language from a systemic point of view;
- based on the patterns of two languages belonging to different language families (Russian and Uzbek), scientifically prove that the development and implementation of comparative methodology, as well as the methods and principles of this methodology, are of priority importance in this area of language teaching;
- through a comprehensive comparative analysis of the learning process, conducted on the basis of innovative methodology, to reveal the identified linguistic and speech features of the Uzbek and Russian languages;
- study text generation and methodological capabilities of innovative methods;

The object of the study was the process of teaching the Russian language to students studying non-philological specialties, in comparison with their native Uzbek language.

The subject of the research is the process of teaching the Russian language to students studying non-philological specialties, in comparison with their native language, research, identification and scientific justification of its features, implementation and publication of the results obtained.

Research methods. When covering the research topic, methods of dialectical, hypothetico-deductive, classification, descriptive, statistical, comparative-historical, interlexical analysis of annotations (definitions), and multidimensional complex analysis are widely used.

The scientific novelty of the study is as follows:

teach the Russian language to students of non-philological specialties in comparison with their native language - the Uzbek language, have priority in teaching foreign languages, especially Russian, to Uzbek-speaking students, based on the phenomenon of studying natural human language, as well as many years of experience gained through experiments, scientific observations and practical classes, as well as the developed, new non-traditional methodology for compiling (the complex);

based on a scientific analysis of the new results obtained, the effectiveness of studying and teaching the Russian language to students studying in non-philological specialties has been proven by comparing it with their native language (Uzbek language) based on a multifaceted complex methodology;

unique communicative and pragmatic aspects of the interaction of linguistic and non-linguistic factors in the speech implementation of rich factual material collected on this topic based on a comparative-complex methodology are revealed;

The linguistic and speech relations between the studied language (Russian) and the native language (Uzbek) in the process of language learning, as well as the unique lexical-semantic, functional-stylistic and linguistic-cultural features of these units (subtleties of meaning, emotional coloring, etc.) are comprehensively analyzed in a comparative aspect. d.) the importance of ensuring the effectiveness of the language learning process is studied and clarified;

It has been proven that the lexical-semantic meaning of words in relatively studied texts depends on the surrounding lexical environment and the semantics of the context; the leading process is the activation of semantic subtleties in the semantic structure of lexemes and the paradigms that cause it.

During the study, texts were selected on the topic of research and educational orientation of students, including for the educational process and independent work, as well as new principles in teaching students scientific, vocational communication and academic writing through relevant, scientifically based texts that increase the relevance of the topic.

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