

Issues of Russian language teaching and differentiated exercises for the development of written speech of non philology students

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Abstract: The article analyzes the issue of a differentiated approach to education and the types of differentiated education in secondary specialized education. The profile and level differentiation in education is proposed as a means of improving the quality of professional education in military academic lyceums. The features of teaching Russian as a foreign language in military academic lyceums are highlighted.

1 INTRODUCTION

The world experience of providing educational services shows that ensuring their competitiveness requires a differentiated approach to the training of specialists with deep knowledge and potential, meeting the requirements of the time and at the same time speaking several foreign languages, including Russian. According to the research of the Russian State Institute of Russian Language named after A. S. Pushkin [1], the Russian language ranks 8th in the number of speakers in the world, and 8th in the number of speakers in the world, 8th place, 4th place by the number of official languages of international organizations, 5th place by the number of publications in international scientific databases, 7th place by the number of periodical mass media, 2nd place by the number of sites on the Internet, 5th total on the global competitiveness of languages.

The issues of differentiated approach to teaching Russian as a foreign language in the general education system are considered by I.A. Belova [2], K.S. Bazhin [3], E.M. Vinokurtseva [4], A.V. Makarkin [5], V.K. Shishmarenikov [6], A.V. Perevozny [7] and others.

Modern local scientists L.T. Akhmedova, O.V. Kon [8], R.T. Tolipova [9], D.I. Ruzieva [10], V.I. Andriyanova [11] and others have widely analyzed the issues of Russian speech development of students and contributed to the improvement of the methodological apparatus of Russian language teaching.

According to the teachings of L. V. Shcherba (Л. В. Щерба), there are three aspects of linguistic phenomena:

1) language activity, containing understanding and speaking;

2) languages and language systems, characterized by dictionaries and grammar;

3) linguistic material - the totality of everything spoken and understood in a particular environment of a given social group's life [14].

Currently, methodologists and practicing teachers have developed various approaches to the differentiation of Russian language teaching. A number of textbooks, teaching aids, audio and video materials have been published to help subject teachers who teach Russian as a foreign language to non philology students where there is no Russian language environment. Experienced teachers in search of optimal ways to solve the problems associated with the continuously increasing requirements of society to the quality of knowledge, create variants of methods and methods of teaching Russian as a foreign language.

Scientists offer a number of methodological recommendations for working with exercises.

Russian language teaching requires a special approach both in secondary and specialized secondary educational institutions and in higher education. According to M.A. Berdieva, who dealt with the issues of teaching Russian to non-philology students in higher education institutions, the development of each lesson should be aimed at the development of professional vocabulary, it is necessary to "give them ideas about the diversity of spheres of language and speech use in professional situations" [12]. When creating a set of exercises, the scientist attributes the most important traditional linguo didactic principles to systematicity and

consistency, solidity of assimilation, oral advance, systematicity and consistency, accessibility, taking into account the native language, individualization, interaction of the main types of speech activity, situational and thematic organization of teaching material.

All the above requirements are interrelated. Only a systematic approach to the implementation of these requirements gives the expected result.

Observations and analysis of scientific works in the field of methodology of teaching Russian language give grounds to state that, today schools and higher educational institutions face the same problem: non-systematic and inconsistency in curricula and programs in Russian language have led to the fact that despite numerous works and efforts of scientists, there are unresolved issues related to the insufficient development of Russian speech among young people.

It is known that in higher education institutions successful assimilation of the provided educational materials depends on both the experience of the teacher, on the presentation of materials, and on the perception ability and capabilities of students. It follows that, with differentiated approach to learning interaction between teacher and students ensures the effectiveness of the learning process.

It is known that the level of knowledge of Russian of students with the Uzbek language of instruction is different, which requires from the teacher a lot of effort, deep knowledge, and, most importantly, an individual approach to students, differentiated approach to learning.

Recently, despite numerous open discussions made by well-known scientists and practicing teachers, grammatical mistakes are made in TV and radio programs and textbooks. Expressing a personal opinion in writing on this or that issue has become a difficult process for the majority of young people.

In our opinion, the reason for the unwanted circumstance was: 1) inattention to the written and oral speech of students from the school desk to the university; 2) lack of tact and inattention of teachers, which leads to a decrease in the quality and content of the lesson;

3) application of teaching and methodical material in the educational process without careful conclusion of the control commission; 4) development of "free" style of communication (most often dialecticism) among young people (especially in mobile media and on the Internet); 5) broadcasting of TV and radio programs without control of a proofreader; 6) negligence in the implementation of legal measures to eliminate illiteracy and others [13].

2 Materials and Methods

Based on the above reasons, we tried to improve the methodology of writing, namely, the methodology of conducting some types of educational and creative dictations.

What is a dictation? What types of dictation do we know?

Dictation is a type of written work, in the process of which the text intended for writing, preliminarily listened to students in whole or in parts, and then written down by them verbatim or with changes that are conditioned by the teacher's assignment.

Dictation is generally regarded as one of the main types of work in teaching spelling. Spelling exercises alone are not enough to develop the skill. Therefore, it is necessary to practice such types of written work that simultaneously serve both spelling learning and speech development. Certain types of instructional dictation, which include vocabulary dictation, also have such possibilities.

The difference between vocabulary dictation and text dictation is that words are dictated, not sentences or text. Vocabulary dictation can be used to test students' memory when teaching them to write complex or difficult words, parts of speech, etc. at the beginning of class or when consolidating new material. This type of dictation helps to save teaching time, enrich and activate the learner's vocabulary.

We have developed a method of conducting vocabulary dictation "Self-check" on the topic "Noun". After explaining the topic preferably on a three-element board 3 students of different levels (weak, intermediate and advanced) of knowledge of the Russian language at one time write words under the dictation of the teacher, the rest of the part writes in workbooks the following words that require special attention in spelling: flowers, plant, downpour, rain, snow, trees, landscape, gorge, cliff, animals.

Students working at the blackboard, after writing the dictation, take turns checking each other under the teacher's supervision. The teacher explains the rules for writing words with mistakes. Usually, we offer to write 10 words and each correctly written word is evaluated with 10 points. This method helps us in a short period of time, firstly, to evaluate the student efficiently, easily and fairly according to the 5-point system, and secondly, to determine the level of mastery of the studied material. Based on the verified work, the rest of the students in the role of "teacher" at the same time check the work of their comrades, exchanging notebooks, and give them appropriate grades according to the instructor's instructions.

To improve the quality of knowledge of written speech we offer another type of dictation - "Visual dictation" / «Зрительный диктант» with elements of differentiation.

Based on the requirements of the "Visual Dictation" / «Зрительный диктант», the teacher writes a quatrain or a short informative text on the blackboard in advance. It is necessary to choose an imaginative, easy and memorable text. In practice, we applied this method using an excerpt from I. Surikov/ И.Сурикова poem "Winter" / «Зима»:

*Белый снег, пушистый
В воздухе кружится
И на землю тихо
Падает, ложится.*

Students read the text twice in chorus and answer the questions (What is the poem about? How does the author describe the snow? What is winter like in Russia and in our country? in Uzbekistan? etc.) Translations of unfamiliar words are offered:
spinning - aylanadi,
falling - tushadi.

After the text is erased from the blackboard, students are asked to write the text from memory in a notebook and perform the following level tasks: level A1 - recite the text from memory, level A2 - find verbs, adjectives and nouns from the text, underline them, level B1 - translate the text. All students complete the tasks in stages. Students who do not perform satisfactorily will be given the opportunity to retake the assignments to improve their performance.

Exercise with elements of dictation using the "Golden Five" / «Золотая пятерка» method.

The main purpose of using this method is to further improve the quality of knowledge and the result of students with low levels of knowledge through the performance of multilevel tasks.

This exercise teaches them to work quickly and qualitatively, to be competitive, to apply grammatical rules in practice and to know the results of their work in a short period of time.

We used this method for repetition and consolidation of the topic "Name adjective" / «Имя прилагательное» in groups with non-Russian language of instruction.

Students wrote the following word combinations in their notebooks under the instructor's dictation:
higher educational building, university administration, famous scientist, experienced teacher, talented student, informative lecture, practical training, sports competition, reading room, large library.

Then - completed the following level assignments step by step:

Level A1 Assignment - Determine the gender of adjectives

Level A2 Assignment - Determine the grade of adjectives

Level B1 Assignment - Make 5 sentences using the word combinations.

According to the condition of the task, corresponding to the name of the exercise, the five students who completed all tasks first received the corresponding points from the instructor with an automatic 1 point as a bonus. The rest of the students exchanged notebooks and scored each other under the supervision of the instructor according to the following criteria: for correct spelling of all words or for one grammatical error - 3 points, for 2-3 errors - 2 points, for 4 errors - 1 point.

When writing a "silent"/ «Немого» dictation, a student prepared in advance demonstrates certain actions, and the others observe him/her and describe his/her actions in written words. Different words are used to avoid repetition.

For example: *sit, write, sleep, get up, read, jump, step, get, take, take, pour, get, then, further, tomorrow, etc., and others.*

Например: *сидеть, писать, спать, встать, читать, прыгать, шагать, достать, брать, взять, наливать, получить, потом, дальше, завтра и др.*

For the development of creative speech activity of students, a special type of dictation is used - pictorial dictation.

Pictorial dictation is a written work, in the process of which students listen to the text, represent the described phenomenon. The dictation consists of a word combination or text. For example:

*Неохотно и несмело
Солнце смотрит на поля.
Чу! За тучей прогремело,
Принахмурилась земля.*

This type of dictation gives students the opportunity to see not only the specific features of the studied material, but also to depict the subject. Pictorial dictation develops students' logical thinking and their creative approach to the Russian language. Taking into account the level of students' knowledge, it is possible to translate the text from Russian into Uzbek together with students and read it several times in the original version.

One of the most interesting types of creative dictation is the graphic dictation. This is a type of creative dictation. The teacher offers students to compose words, word combinations or sentences according to the proposed schemes. For example:

1.	2.	3.
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1.	2.	3. ~~~~~	4.
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1. ~~~~~	2. ~~~~~		
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CONCLUSIONS

Such types of written work arouse exceptional interest of students, help to avoid spelling and stylistic errors in written and oral speech, develop spelling skills, and, as a result, improve the culture of communication in the Russian language.

In all the types of dictation we have considered, the training of students is carried out on the material of one rule. Automatization of skills is possible only if the acquired language skills are used in more complex conditions, are included in the culture of communication in Russian.

Thus, it is possible to increase the level of students' writing by improving the teaching technology.

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