

Modern Requirements for Teaching the Russian Language in Secondary Schools

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Abstract

This paper delves into the contemporary necessities and strategies for effective Russian language instruction within secondary school settings. In an increasingly interconnected world, proficiency in Russian offers students not only linguistic competence but also cultural insight and professional advantages. The article explores the evolving landscape of language education, emphasizing the integration of technology, cultural context, and communicative approaches to optimize learning outcomes. It advocates for a dynamic pedagogical framework that caters to diverse student needs and fosters linguistic fluency, cultural appreciation, and critical thinking skills.

Key words: Russian language instruction, secondary schools, communicative language teaching (CLT), technology integration, cultural context, differentiated instruction, assessment, feedback, language proficiency, intercultural competence.

The teaching of the Russian language in secondary schools holds profound significance in the context of global communication and cultural exchange. As societies become more interconnected, the ability to communicate effectively in Russian opens doors to diverse opportunities in academia, business, diplomacy, and beyond. In light of these realities, this article elucidates the modern requisites for teaching Russian in secondary schools, highlighting the imperative for innovative pedagogical approaches that resonate with contemporary learners.

The process of teaching Russian as a foreign language is a process of joint activity between teacher and students, it is the transfer by the teacher and the assimilation by students of the social culture of the people. "...teaching a foreign language, in particular Russian learning a foreign language is a very

complex and multifaceted process, and by losing sight of some of its components, we thereby doom learning to failure.” To achieve the learning goals, the teacher must have methodological knowledge, the ability to use this knowledge and the ability to implement the decision made.

“Methodology of teaching the Russian language is a science that studies the goals, content, methods, principles and means of teaching, as well as ways of teaching and educating students using language material.” Methods of teaching a foreign language closely associated with linguistics, psychology, psycholinguistics, didactics and other sciences. Methods of language teaching have close connections with the psychology of learning, which deals with the processes and mechanisms of educational activity, explores the optimal, most effective ways to master language knowledge, develop speech skills and speech abilities. For a methodologist, language is a subject of instruction, and in turn, learning is not only the communication of knowledge, but, above all, the development in students of the ability to use language as a means of communication and obtaining information.

Traditionally, Russian language instruction has often been characterized by rote memorization, grammar drills, and passive learning modalities. However, such methods fail to align with the dynamic and interactive learning environments sought after in today's educational landscape. To address this disparity, educators are increasingly turning to communicative language teaching (CLT) methodologies, which prioritize real-life communication, interactive activities, and authentic language use.

Today, the first place among methods of teaching Russian as a non-native language belongs to the communicative method, as is known, the name was proposed by E.I. Passov [2] in relation to teaching foreign languages. Its goal is to develop in students the ability to solve communicative problems using the language they are learning and to communicate freely with its native speakers. Thus, the language is acquired during natural communication, the organizer and participant of which is the teacher. At the same time, the student plays the role of the subject of this communication and must constantly act.

Incorporating technology into Russian language instruction is essential for engaging digital-native students and enhancing learning outcomes. Interactive online platforms, language learning apps, virtual reality simulations, and multimedia resources offer diverse avenues for interactive and immersive learning experiences. Additionally, digital tools facilitate asynchronous learning, allowing students to practice and reinforce language skills outside the classroom.

The study of speech communication led to the creation of functional grammars and the comparative study of languages [3; 4].

A direction of research has developed that focuses teachers on teaching intercultural communication and reflects students' interest in the culture and lifestyle of a native speaker [5; 6]. The teacher strives to form in students an idea of language as a reflection of sociocultural reality, national and universal. At the same time, two trends have emerged in the interpretation of cultural facts for educational purposes, which can also be separated chronologically.

Effective language acquisition goes beyond grammar and vocabulary; it encompasses cultural understanding and intercultural competence. Hence, modern Russian language curricula emphasize the integration of cultural content, literature, films, music, and current events into instructional materials. By contextualizing language learning within its cultural milieu, students gain a deeper appreciation for Russian culture and develop cross-cultural awareness.

Recognizing the diverse learning styles and proficiency levels of students, educators must adopt a differentiated approach to instruction. Flexible instructional strategies accommodate varying learning paces, linguistic backgrounds, and individual interests, ensuring that all students have equitable access to language learning opportunities. Additionally, incorporating project-based learning, collaborative activities, and experiential learning fosters student engagement and autonomy in the learning process.

The main objects of consideration are: non-equivalent vocabulary, background knowledge inherent in native speakers and absent or otherwise interpreted in a foreign language culture, non-verbal means of communication, reflecting the peculiarities of the national mentality of native speakers, tactics of speech behavior in various situations of intercultural communication, reflection of cultural traditions in artistic literature. At the same time, cultural information is extracted from the units of language themselves, and the object of consideration in the classroom becomes the features of reflection in the language of the culture of its native speakers (This approach to the study of language in the context of culture was first substantiated by V.G. Kostomarov and E.M. Vereshchagin and continued in many publications [7]).

In conclusion, the effective teaching of the Russian language in secondary schools necessitates a multifaceted approach that integrates innovative pedagogical strategies, technology, cultural content, and differentiated instruction. By embracing these modern imperatives, educators can cultivate students' linguistic proficiency, cultural competence, and global awareness, equipping them with the skills and perspectives needed to thrive in an interconnected world.

The problem of teaching foreign languages requires a systematic analysis of speech and mental activity from psycholinguistic, linguistic, and psychological positions. Modern answers to the questions of what to teach and how to teach, methods and didactics of teaching foreign languages are sought, based on research analyzing the relationship of language, speech and thinking, thinking and communication, communicative and cognitive in speech.

Currently, there are many teaching methods, including innovative ones. Each method is interesting in its own way, but teachers can modify the methods, focusing on the learning outcome. In the history of teaching foreign languages, many teaching methods and their modifications are known, but a universal teaching method has not been found. This indicates that the optimality of the method is determined by specific goals, objectives and training conditions. But they are different. Modern pedagogy is of the opinion that the best method that provides both quantitative and qualitative results of a teacher's activity is a polymethod, which is based on the interaction of various pedagogical methods in connection with the didactic capabilities of teachers and students.

In conclusion, it should be emphasized that modern methods of teaching foreign languages should focus on a reasonable combination of various forms and methods in the communicative approach to teaching foreign languages. In this case, it is necessary to take into account the age and psychological characteristics of students, their information reserve, the degree of personality development, the desire to master the language, and the presence of an initial language base. Mastering a foreign language as a means of communication presupposes the development of communicative competence in students, the basis of which is communicative skills formed on the basis of linguistic knowledge and skills, as well as linguistic and cultural knowledge.

The main thing when choosing a method or methods is the question of the effectiveness of the method. A method is a way of achieving a goal, a certain ordered activity aimed at achieving a set

goal. This means that without appropriate methods it is impossible to realize the goals and objectives of training.

The integrated use of various methods should be included in any language teaching system, be it the formation of certain pronunciation skills, the use of lexical material, or the grammatically correct formulation of statements.

Learning a foreign language is a very individual process, and approaching it with some rigid standards and assessments of a particular technique is simply wrong. Not even every specific topic will be suitable for the same method.

The effectiveness of the educational process largely depends on the teacher's ability to properly organize a lesson and correctly choose the right teaching method; it raises students' interest in the subject being studied, but also develops their creative independence, and teaches them how to work with various sources of knowledge. Mastering Russian speech is impossible without serious language training. The initial stage of learning is important not only for the learning process itself, but for the prospects of language acquisition in the future. A feature of the initial stage of training is its versatility. The most frequent lexical units and basic grammar are necessary for everyone - for a future translator and businessman, for an engineer and political scientist, for a person who learns Russian for pleasure and for a philologist. Serious language training is impossible without the use of the grammar-translation method. Having grammatical knowledge, we can apply it in Russian speech.

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