

Problems of Teaching Russian as a Foreign Language

Rajabova Svetlana Mixaylovna

Teacher, Department of Uzbek and Russian languages, Tashkent Institute of Finance, Tashkent, Uzbekistan

ABSTRACT: This article is devoted to teaching the Russian language as a foreign language. It focuses on the formation and development of methodology of teaching Russian as a foreign language in the context of the humanitarian sciences.

KEYWORD: RAF, methodology, humanitarian sciences, method, technology, foreign students.

INTRODUCTION

The aim for teachers of the Russian language as a foreign language is to ensure achieving the level of linguistic competence required for comprehensive involvement in the learning process over a short period of time, specifically by providing advanced language training for students in specific fields, particularly in linguistics.

In the methodology of teaching Russian as a foreign language we can distinguish the main stages and typical teaching technologies. For example, the grammar-translation method, the conscious-practical method, and the communicative method. The long-term experience of teaching Russian as a foreign language (hereinafter RAF) on the basis of the communicative method allows us to proceed to the development of fundamentally new, more effective technologies. Before examining the development of RAF teaching methods, we should note that since ancient times language has traditionally been perceived as «the beginning of everything» and has been the main object of the humanitarian sciences, which have studied its role in the life of society. Therefore, knowledge of the language system as well as the study of ancient languages and translation were given a particular importance.

ANALYSIS AND RESULTS

It seemed to be the reason for the focus of the methodology on studying the linguistic system of the Russian language, and the grammar-translation method, which developed the sign ability, was chosen as the main one. As for the status roles of the participants in the teaching and learning activity, the teacher was assigned the subject function and the student the object function. The adopted teaching technology, obviously, could not provide the required level of preparation for students to continue their studies in higher education.

With the development of anthropology, the focus of humanitarian researchers became «the person in language», and the linguistic personality became the main object of 100 humanitarian sciences. The adoption of an anthropological research paradigm contributed to the abandonment of the grammar-translation method of teaching RAF. As a result, a consciously practical method focused not only on knowledge of the language system, but also on the development of speech skills, as well as on the speech practice of foreign students in

Russian has become the leading one. The research interest of the humanities in «a person speaking to another person» and generally in communication has actualized the study of language as a means of communication, distinguished by its linguocultural, ethno-psycholinguistic and ethical-philosophical specificity. It is not surprising that the communicative method was found to be more effective, since it was aimed at «entering» foreign students into Russian linguocultural and academic space and was based on subject-subjective teaching-pedagogical interaction. When humanitarian specialists referred to the study of intercultural communication, their research also included the lifestyles characteristic of linguistic personality. Thus, linguistic pedagogy and RAF teaching methods were able to transcend the boundaries of linguistics, philosophy, psychology, anthropology, cultural studies, sociology, and adjacent sciences.

The research horizon opened for them has made relevant philosophical ontology as the science of being and its essential foundations, as well as ontological linguistics, existential psychology and linguistics which study the notions of being and meaning of life of a linguistic individual. In this context, we note that the «Common European Framework of Reference for Languages: Learning, Teaching, Assessment» also highlights existential competence to prevent possible ethno-psychological and socio-cultural barriers, as «expressions of friendly and interested attitude adopted in one culture may be seen as aggressive or insulting by speakers of another culture».

Thus, based on the communicative method and achievements of the humanitarian sciences, the communicative-activational and personal-activational approaches, which create optimal conditions for teaching and learning activities and personal self-development, were formed. As L.S. Rubinstein wrote: «External influence gives one or another mental effect, only refracted through the mental state of the subject, through his or her system of thoughts and feelings». Therefore, the choice of method and technology chosen by the teacher together with the focus on individualization of the learning process creates the common semantic and meaningful field in the classroom, where the personal potential of foreign students is revealed. Therefore, the search for effective methods and technologies is inextricably linked to historically established areas of the humanities. Here we are referring to the phenomenon of «turnaround» in the development of human sciences traced by philosophers. In fact, the history of national methodology clearly shows linguistic, anthropological, communicative, ontological and existential «turns», which set the impetus for its improvement.

«In order to foresee the future, - wrote E.I. Passov, - it is necessary to evaluate the past and analyze the present». Following this recommendation, we should note that the current state of methodology is predetermined by the «iconic and medial turns» of the end of the last century. And today we are surrounded by a new «ontological reality» that brings changes in language, speech behavior and thinking intentions. The global system of computer networks (the Internet) and emerging media technologies are, on the one hand, pushing away verbal information due to the attractiveness of visual images and video sequences. On the other hand, the established technological base significantly expands the boundaries of the active search for effective methods and learning technologies. Thus, the practice of teaching the RAF is gradually involving a variety of computer and telecommunications equipment, interactive software and methodological support, which provides textual, tabular and graphical data processing, as well as storage, allocation and translation of information, etc. While it is not possible to focus in detail on information and communication technologies in the context of this article, it should be emphasized that such technologies offer significant prospects for the renewal of Russian language teaching among foreign students.

This consideration of RAF teaching methodology makes its connection with the evolution of the social sciences evident. To illustrate this pattern, we turn to the concept of changing types of scientific rationality. The classical type of scientific rationality (from the 17th century to the early 20th century) is characterized by a focus on the object of study and a lack of attention both to the activity itself and to the personality of the

researcher. This led to the focus of learning on the sign-cognitive aspect of Russian language proficiency, as well as on the subject-object nature of learning activities. The neoclassical type of scientific rationality (first half of the 20th century) emphasized the very activity of cognizing the object. In the methodology of teaching the RAF, this contributed first to the transition to the conscious-practical, and then to the communicative method and the installation on the speech activity itself, which implied subject-subject relations between the teacher and the students. However, no consideration was given to the students' personal characteristics, interests, motives and values essential for the development of speech in a non-native language. The post-non-classical type of scientific rationality (late 20th century) is based on interdisciplinary methodology and takes into account socially and personally significant objectives, values and goals. The following post-non-classical concepts are methodologically relevant:

- 1) the concept of «human dimensionality» of science (V.S. Stepin) and, consequently, human dimensionality of learning activities;
- 2) synergetic concept of personality as a complete, self-developing and self-organizing system with its own «project» of self-development (L.S. Rubinstein);
- 3) concept of epistemological position of observer, which is characteristic of students as perceiving, thinking and evaluating personalities.

Consequently, the current stage in the development of RAF teaching methodology has the achievements of social sciences, which have considerable linguodidactic potential.

CONCLUSION

It is crucial now to return to E.I. Passov's verdict on the exhaustion of communicativity as a philosophy and methodology. Indeed, by limiting the teaching of RAF to the pragmatic goal of communicative development and using the communicative method as a way of realizing it, we can hardly satisfy students' aspirations for personal self-development and spiritual growth. Therefore, the concept of personality-activity approach requires further development with consideration of the comprehensive nature of consciousness as an interaction of its reflexive, being (existential) and spiritual components, as well as with the cultural-historical theory and "vertex psychology" of L.S. Vygotsky.

REFERENCES:

1. Passov E.I. Communicativity: Past, Present, Future // Russian Language Abroad. 2010.
2. Vladimirova T.E. Russian discourse in intercultural communication: Existential and Ontological Approach. Ed. 3-th. revised, updated. M.: LENAND, 2018.
3. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Strasbourg-Moscow: Department of Language Policy, 2011.
4. Stepin V.V. Scientific rationality in technogenic culture: Types and Historical Evolution // Problems of Philosophy. 2012.
5. Zinchenko V.P. Consciousness and the Creative Act. Moscow: Languages of Slavic Culture, 2010.