

Some Aspects of Teaching the Russian Language in National Groups

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Abstract: the article is devoted to the study of the section of the Russian language. The authors of the article pay attention to speaking in Russian as a type of speech activity, primarily relying on the language as a means of communication. The article provides methodological recommendations for organizing and conducting Russian language classes in national groups in the form of conversations, observations of the language, introducing language forms and constructions into students' speech based on the awareness of their functions and the rules for their use. Possibilities of using visual and technical means in teaching.

Keywords: oral speech, speaking as a type of speech activity, communicative situation, consciously-practical method, communication.

The Russian language is one of the most difficult languages in the world, therefore, when teaching Russian as a foreign language, problems arise due to the special characteristics of this language. Problems in learning the Russian language can begin at the initial stage - when learning the alphabet. In this case, the difficulties are phonetic in nature. In addition, some of the difficulties of foreigners in the study of the Russian language relate to the grammatical aspect of the language, and others to the lexical one. The ability to speak Russian is one of the most difficult aspects in the study of which foreigners face a big problem. Oral speech is the most natural form of implementation of the language system in the process of communication. Oral speech as a form of verbal communication corresponds to the maximum extent to the physiological nature of a person, as well as to the nature of his intellectual activity [1]. Oral speech includes the ability to speak. Speaking is an extremely multifaceted phenomenon, which consists in encoding and decoding information expressed using language, i.e. the person addressing the information and the person receiving it must use the same system of encoding and decoding values. Speaking as a type of speech activity primarily relies on language as a means of communication. Language provides communication between the communicants, because it is understood by both the one who communicates information, encoding it in the meanings of words selected for this purpose, and the one who receives this information, decoding it, i.e., deciphering these meanings and changing based on this information their behavior. In teaching speaking, certain categories of oral communication are included, such as role, position, situation, community, type, sphere of communication. One of the main methods of teaching speaking is a speech or communicative situation, which consists of the following factors:

- Situations, or circumstances of reality, where communication takes place, including the presence of extraneous actors;
- Relationships between people involved in communication;
- Speech motivation;

- Implementation of the direct act of communication, with the help of which a new position or incentive for further speech is created.

In order to solve problems in teaching foreigners to speak in Russian, many linguists and scientists have been studying to identify the causes of these difficulties, among which one can point to the works of S.A. Vishnyakova, A.A. Akishina, E.A. Krivtsov, in whose works much attention was paid to the psychological, didactic and psycholinguistic aspects of teaching speaking. In the 1960s, the so-called conscious-practical method, justified by the psychologist B.V. Belyaev. This method involved the introduction of language forms and constructions into students' speech on the basis of awareness of their functions and the rules for their use. The possibilities of using visual and technical means in teaching the Russian language in the national school are exceptionally great. The teacher must clearly represent all the richness of these possibilities in order to consciously and consciously and purposefully apply them in the educational process. The success of the upbringing and education of schoolchildren largely depends on how quickly the creative discoveries of individual teachers become public domain. It is necessary to disseminate and introduce into the practice of national schools not only experience containing elements of novelty and originality, but also experience based on the successful application of methods and techniques established by science.

At the same time, it should be noted that in most CIS member states there is a desire to restore educational ties with Russia, solve the problems of mutual recognition of documents on education, and open branches of Russian universities with teaching in Russian. When we talk about language - first of all we are talking about a means of communication between people - but we must remember that with the help of language the culture of any society is formed, and both language and culture are inextricably linked and in continuous interaction, which determines their development. . In modern conditions, the Russian language is becoming increasingly important internationally. It is studied by many people in different countries of the world. The Russian language is undoubtedly the language of the richest fiction, the world significance of which is exceptionally great. The Russian language is one of the remarkable languages of the world in terms of the variety of grammatical forms and the richness of the vocabulary.

He has always been the pride of Russian writers who loved their people and their homeland. "The people who have such a language are a great people," said one of the excellent experts in the Russian word, I.S. Turgenev. M. V. Lomonosov found in the Russian language "the splendor of Spanish, the liveliness of French, the strength of German, the tenderness of Italian" and, in addition, "the richness and brevity of the Greek and Latin language, strong in images." A.S. Pushkin characterized the Russian language as a language "flexible and powerful in its turns and means...", "receptive and sociable in its relationship to foreign languages..." The great Russian writer highly valued folk Russian speech, its "freshness, simplicity and, so to speak, sincerity of expressions "and saw the main advantage of the Russian literary language in its proximity to the language of the people. "Great, mighty, truthful and free" - these words characterized the Russian language I.S. Turgenev [2]. Thus, the huge role of the Russian language in the modern world is determined by its cultural value, its power and greatness. Language is not only the most important means of communication between people, but also a means of cognition that allows people to accumulate knowledge, passing it on from person to person and from generation to generation.

Vocabulary work in national groups in connection with its practical orientation has its own specifics, because the purpose of teaching the Russian language is to teach students the practical use of oral and written speech. There are a number of issues that, due to the specifics of the Russian and native languages of students, require serious attention. First of all, they include the semantic structure of the word. A very important problem is lexical compatibility. Synonyms and antonyms are an integral part of both of these problems. The lexical system of languages, in comparison with other levels, is the most complex and at the same time the least studied. Many difficulties of lexical work in national groups are connected with this. The modern methodology of teaching the Russian language in a national school recognizes that the difficulties in mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other hand, with the specifics of the vocabulary of the students' native language. Since words in the Russian language do not exist in isolation, but in connection with others, students learn vocabulary in interconnection, in comparison, which facilitates the process of mastering the material [1]. A necessary condition for enriching the vocabulary of students is the creation of a controlled speech environment both in the classroom and outside the classroom - in the process of holding creative evenings, excursions, etc. In the learning process, a large place should be given to the semantics of words, since it is associated with the correct understanding of the word and its use in speech. Of particular difficulty are polysemantic words, which are a complex system of lexical meanings. In the semantic structure of a polysemantic word, as a rule, the main meaning and the derivative meaning are distinguished.

First of all, the student should become aware of the word in the direct meaning, words in the derivative (figurative) meaning are introduced into the student's speech later. The work on enriching the vocabulary of students pursues the task of introducing and fixing in speech not only new words, but also new meanings of already familiar lexemes. It should be taken into account that not all meanings of each word should be entered into the active dictionary of students [2]. When working on polysemous vocabulary, students should learn that the context helps to distinguish between the meanings of a word. For example, the verb to give in the direct meaning of "hand over" forms phrases with the words: book, magazine, key, etc. ; speaking in the meaning of "provide", the verb give forms combinations: give an apartment, give an opportunity, etc. Different lexical meanings of a word may have their own grammatical features, i.e. differ in the presence or absence of certain grammatical categories. For example, some transitive verbs, receiving a new meaning, become intransitive: take a book, a pen; but take by cunning; the meaning of the verb depends on the word with which the verb is combined. The difference may be in the formation of new aspectual forms of the verb: to break glass, to break dishes; the clock strikes - strikes; hit with guns. It is important to note that a word in a figurative sense can become stylistically colored and be part of the book or colloquial means of the literary language. Thus, the noun brother, denoting a son, is neutral, in the sense of a friendly appeal to a man - colloquial, and in the sense of "comrade, like-minded" (class brothers) belongs to a high style.

When working on the semantics of a word, it is necessary to take into account and distinguish 3 types of lexical meanings of words: direct (nominative), phraseologically related, syntactically conditioned. The nominative meaning in many cases coincides with the native language of the students. Phraseologically related meanings usually come into contact with a small circle of vocabulary. The verb to sit

in the phraseologically related meaning "to approach the figure", is combined with the words clothes, skirt, etc. In Russian, a group of words is distinguished, united by synonymous connections. Synonymous words should enter at different stages of learning and into the speech of students. First of all, the main synonyms are introduced, and then all the others (big - huge - huge). Words with a figurative meaning can also be included in the synonymic row. For example, the adjective name fresh is included in the following synonymous series: fresh (soft) bread; fresh (unsalted) fish; fresh (cool) breeze. There are synonyms used in a special area: dark, swarthy can be combined with the noun face, skin, but the adjective dark is also used with the words: suit, hair, with which the adjective swarthy is not used. Thus, the interchange of synonyms is not always observed. When working on antonyms, it should be borne in mind that usually the property of forming antonyms is possessed by words with a qualitative meaning (high - low), spatial and temporal relationships (close - far; winter - summer), words with a qualitative meaning (many - few), words, denoting a state (heat - cold). Not only words, but also the meanings of a polysemantic word can enter into antonymic relations; Moreover, each meaning can have its own antonym.

For example, the adjective fresh: fresh bread - stale bread fresh newspaper - old newspaper. In some of its meanings, the word may not have antonyms. In many cases, antonyms form combinations with the same words. For example: big - small house, table; high - low - tree, temperature. The compatibility of antonyms may vary: sharp and blunt come into contact with the word knife, angle, mind, pain, but also with the words: eye, smell, sharp is combined, and with the words smile, man - stupid. When working on a word in a national school, it is necessary to take into account the specifics of the native language. The teacher must proceed from the fact that discrepancies in the scope of the meanings of words in Russian and native languages are very different. In teaching Russian vocabulary, it is important to take into account the formal side of the words of Russian and the student's native language. At present, it is possible to consider the generally accepted opinion of methodologists about the need for a lexical minimum when teaching a non-native language. The need to select lexical material is dictated primarily by the goals and objectives of teaching the Russian language in a national school.

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