
THE LESSON OF THE RUSSIAN LANGUAGE AS A FOREIGN LANGUAGE

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Annotation:

A lesson is the main organizational unit of the educational process; the purpose of the lesson is to achieve a completed but intermediate learning goal. As a rule, the lesson is conducted with a permanent composition of students and is based on the training program. A system of lessons means a series of practical exercises united by a single theme or goal. The lesson of Russian as a non-native language – along with the practical goal-implements. In this article explains the the main features of the lesson Russian language and teaching it to bilingual children .

Key words:

Non-Native language, key features, content, essential requirements, observing the basic requirements, achiev the goals, bilingual children, speech skills, teaching methods.

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General and educational goals in relation to specific conditions the Russian language as a non-native language has its own specifics: unlike other subjects, its main goal is related to the formation of students “communicative competence”.

In this regard, methodists identify its following key features:

- speech orientation, i.e. training in conditions that are adequate to the conditions of future communication activities;
- functionality;
- situational;
- individualization of the learning process;
- motivation, use of topics that are important for students [Passov 1988].

The content of modern language education and the regularities of the learning process determine a number of essential requirements for the lesson:

- 1) the lesson should involve not only the accumulation of information, but also its application in practice;
- 2) the lesson can and should be variable in structure and teaching methods;
- 3) one of the basic requirements for the lesson is its scientific nature, i.e. compliance with the modern level of linguodidactic thought, pedagogy, and psychology;
- 4) an essential aspect of the lesson – in the group (collective) form of work of students – is the individualization of learning-a condition that ensures the work of each student at an affordable pace, stimulating abilities and creating a learning perspective for a particular student;
- 5) being a kind of pedagogical work, the lesson should be different integrity, internal interconnectedness of parts, a single logic of deployment of the teacher and students;

- 6) observing the basic requirements for the lesson, the teacher contributes to the implementation of these requirements and to the combination of lesson components his methodological "handwriting", his art, while at the same time focusing on the characteristics of students and the target settings of the practical lesson;
- 7) the lesson must have an internal logic with a clear transition from one part of the lesson to another in accordance with the linguodidactic goal and the laws of the process learning (the internal structure of the lesson refers to the steps that lead to the achievement of the lesson goal);
- 8) the lesson should be carried out as a systematic repetition, and systematic control of the mastered, which will allow the teacher to find rational ways to develop the educational achievements of students;
- 9) the main criterion for the quality of the lesson is not so much in the variety of certain types of work, but in achieving the goals of the lesson, in the dynamics of learning;
- 10) the use of technical training tools – in order to increase the productivity of training – should not be random, "occasional", but should be systematic and involve the solution of specific educational and practical tasks;
- 11) an indispensable and mandatory aspect of the lesson-educational and positive-emotional impact on students; all components of the lesson: content, means, conditions, teacher, etc. are designed to have a moral and educational potential;
- 12) the prerequisite for the implementation of the above requirements, the condition for the effectiveness of training is the teacher's personality, which combines language, communication, speech, behavioral, professional and pedagogical communication culture [Lerner, Skatkin 1976: 6-14].

The content of teaching Russian as a non-native language to bilingual children is associated.

The content of teaching Russian as a non-native language to bilingual children is associated with the development of the child's linguistic abilities, including articulation and intonation, cognitive, intellectual, metalinguistic, with the formation of speech skills based on the language minimum; with ensuring adequate life activity of the child (everyday communication). The learning content is implemented in a playful environment in such a way that strengthen motivation to use Russian as a new language, develop verbal, verbal creativity, contribute to the formation of communication skills adequately behave in a children's team.

The stages of mastering the Russian language can be correlated with the following techniques work of a teacher, educator:

- the use of a certain linguistic or speech phenomenon by the teacher;
- repetition, understanding, memorization by a child;
- the use of a language or speech phenomenon in a programmed context in accordance with the plan of an adult;

independent use of the studied language or speech material by the child

first apart, then in combination with other linguistic units.

The selection of the content of teaching Russian as a new language is carried out taking into account moments such as:

- the relevance of the educational content for the daily life of the child; conformity the content of teaching general education (development of intelligence) and educational (personality formation) goals, reflection of culturally significant learning content;
- orderly selection of language and speech material, arousing interest in small students, activating their speech-thinking activity,

allowing to lay the foundations of correct sound pronunciation, grammar, discourse, communications;

- correlation with the age of children learning Russian as a new language, and characteristics their development; organizing classes in such a way as to immerse the child in speech (immersion technique);

- use in the perception, understanding, activation of the material reliance on physical actions (movements, games);

working in small groups (8-10 people) and using different forms

joint activities: listening, joint reading, story-discussion,

developing the ability to cooperate;

- the prevalence of the oral method of presenting the material;
- the allocation of volume as one of the main parameters of mastering a new language and composition of active and passive vocabulary, control over its use; using ways of developing vocabulary adequate to the age and level of proficiency in the new language stock: the inclusion of words and expressions in the context, their training in various entertaining exercises, accompanying words with video (picture, reality, gesture, facial expressions, movements), memorizing words in conjunction with their equivalents in the native language, study of word formation, word composition, word combination in a playful way;
- teaching the basics of paralinguistic behavior (gestures, facial expressions, praxemics) and the ability to use extralinguistic sounds, means, expressing, for example, a request to be silent, fatigue and other states and meanings, demonstrating prosodic language capabilities: longitude of sound (oh-oh-very good), pitch and volume of voice, tone, stress;
- active and adequate use of the so-called paratextual means: pictures, drawings, photographs, underlines, font, etc.

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