

# MODERN METHODS OF TEACHING RUSSIAN LANGUAGE AS A FOREIGNER (ON THE EXAMPLE OF A PROFESSIONAL SPHERES OF COMMUNICATION)

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## **Abstract:**

The paper examines modern methods of teaching Russian as a foreign language in the educational and professional sphere of communication.

## **Key words:**

Modern teaching methods, didactic game, project practice.

Currently, there is a renewal of all areas of educational activity, which is caused by the reforms taking place in the education system. One of the tasks of the changing education system in Russia is to strengthen the practical preparedness of the future specialist for professional activity. The changes lead higher education to the need to revise the goals, content, forms, methods of professional training of future specialists. In this regard, in order to increase the efficiency of education, improve the quality of training specialists, they are increasingly talking about the importance of using innovative technologies, the development of a variety of teaching materials.

It is no coincidence that the list of master's competencies emphasizes in every possible way the independence, activity, initiative, creativity, responsibility of graduates who have completed master's training"[1:16].

The main task of teaching a foreign language, in particular Russian as a foreign language, is teaching the language as a real and full-fledged means of communication. Education should equip future specialists with competencies that will help them successfully realize themselves in a multicultural society, interact with people of other cultures and languages. The teacher should take into account that the defining approach in teaching Russian as a foreign language is a communicative-activity approach, which orients language classes towards teaching communication, the use of language for the purpose of exchanging thoughts [2].

Textbooks, teaching aids, dictionaries, reference books are used as auxiliary materials in teaching Russian as a foreign language. In a modern lesson, a large place is occupied by audiovisual materials, various visual aids, and technical equipment. Tables, pictures, films, computer presentations should organically be included in the structure of the lesson, help the introduction of new material, its consolidation and control of assimilation. Modern teaching methods also play an important role.

The use of the game teaching method is an interesting and, in the opinion of many scientists, an effective method in organizing the educational activities of students; it is a promising innovation in recent years. Scientists-linguists, methodologists, teachers have been and continue to study the issue of using the game method in foreign language classes. A number of scientists dealing with the methodology of teaching foreign languages rightly draws attention to the effectiveness of using the game method. A significant number of scientific pedagogical, psychological and methodological works are devoted to the problem of using games in teaching a foreign language. And this is no coincidence, since the game of adults is a special type of cognitive activity that can serve as a method of teaching communication in a foreign language, as well as rest during the lesson.

Many modern textbooks widely use the game methodology in teaching foreign languages. The game contributes to the performance of such tasks as providing psychological preparation for communication in a foreign language, repeated repetition of linguistic material. Being a complex and at the same time exciting occupation, it requires a huge concentration of attention, trains memory, develops speech.

As you know, in the classroom, the teacher should strive to achieve three main goals of learning: teaching, developmental and educational. It is the game that is one of the types of educational activity that allows you to realize all these goals.

Despite the large number of works devoted to the problems of game learning, the detailed development of the introduction of game techniques into the educational process, the study of the effectiveness of their application in various training courses is still a serious task of modern methods. Thus, the problem of using games to form the communicative skills of students of various educational profiles has not been practically investigated, the technology of games that form the communicative skills of foreign students in the educational and professional sphere of communication has not been sufficiently developed [3].

Taking into account the variety of different types of games in this work, special attention is paid to the role of didactic games as an active method of teaching.

The characteristic features of a didactic game are its intentionality, planning, the presence of an educational goal and an expected result.

In the lesson of Russian as a foreign language, games are used to solve a wide variety of problems, which can be combined into four groups, depending on the purpose of using the game:

- 1) to gain new knowledge (mastering language competence);
- 2) to consolidate skills (mastering speech competence);
- 3) for the development of skills in the types of speech activity (mastering communicative competence);
- 4) to familiarize students with the country of the target language, its culture, behavioral features of native speakers (mastering socio-cultural competence) [4].

In the classroom for Russian as a foreign language, language and speech games are held.

An example of work on the introduction of role-playing games, aimed not only at the formation of knowledge in Russian as a foreign language, but also professionally oriented, can be the course "Dialogue of cultures in teaching Russian as a foreign language", where the chosen focus is philological support of the tourism sector and socio-cultural service (master's program "Russian as a foreign language").

In the classroom for this course, students work out special thematic vocabulary, speech models offered depending on the communication tasks that are solved in specific situations. A significant part of the time in the classroom is devoted to role-playing games, when students use real social relationships operating in the field of work (client and travel agency manager, tourist and hotel manager, tourist and guide, business partners, etc.).

So, after studying the topic "Excursion activities", students are invited to prepare and conduct a tour of the city or the museum. One of the students acts as a tour guide, others - tourists who can ask questions during the excursion. Note that the student's story is not just a story about the objects of the excursion, but the story of a professional guide using the method of conducting the excursion: it is a dialogue with tourists, the use of speech patterns typical for the story of the excursion: Look to the right, Pay attention to this building, Now we let's go a little ahead and see....

In the classroom, students act out the dialogue "At the hotel", the participants of which are a tourist and a hotel guide. The tourist has health problems, he needs help with insurance issues.

Another type of communicative game is a business game, which is a form of recreation of the objective and social content of the future professional activity of a specialist, modeling of such systems of relations that are characteristic of this activity as a whole.

In a business game, a holistic form of collective educational activity is realized on the model of professional activity, since the business game recreates the subject context-environment of future professional activity and the social context in which the student interacts with representatives of other role positions [5].

In the business game, students imitate professional activities that combine educational and professional elements. Knowledge and skills are acquired by them not in the abstract, but in the context of the profession. In the course of the game, the norms of professional and social actions are mastered.

During the study of the topic "Selection and design of the tour" students are offered a game. Students receive handouts describing the tours. One participant in the game is a manager of a travel agency that organizes recreation in warm countries, the other is a client who wants to combine beach vacations and excursions. A dialogue between the manager and the tourist is played out, in which information about the tours is used.

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