

**FEATURES OF TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE IN
PRIMARY SCHOOLS IN CERTAIN REGIONS OF THE REPUBLIC OF
UZBEKISTAN SENIOR LECTURER OF THE RUSSIAN**

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Abstract

In this situation, the success of teaching the Russian language to primary school children in certain regions of the Republic of Uzbekistan depends not only on the individual age characteristics of students and the peculiarities of the manifestation of national identity, but also on the learning conditions, i.e. on the pedagogical skills of the teacher himself.

Keywords: solving this problem through the development of students' skills to communicate, the practical reliability of the educational process, people's communication is the language barrier, to accumulate professional skills and abilities.

Аннотация

В данной ситуации успешность обучения русскому языку младших школьников начальной школы отдельных регионов республики Узбекистан зависит не только от индивидуально-возрастных особенностей учащихся и особенностей проявления национальной идентичности, но и от условий обучения, т.е. от педагогического мастерства самого учителя.

Ключевые слова: разрешение данной проблемы через развитие умений школьников общаться, практической достоверностью учебного процесса, коммуникативности людей является языковой барьер, накапливать профессиональные умения и навыки.

Annotatsiya

bunday vaziyatda O'zbekiston Respublikasining ayrim hududlaridagi boshlang'ich maktab o'quvchilarida rus tilini o'qitishning muvaffaqiyati nafaqat o'quvchilarning individual yosh xususiyatlariga va milliy o'ziga xoslikning namoyon bo'lish xususiyatlariga, balki o'qitish shartlariga, ya'ni o'qituvchining pedagogik mahoratiga ham bog'liq.

Kalit so'zlar: ushbu muammoni maktab o'quvchilarining muloqot qilish ko'nikmalarini rivojlantirish orqali hal qilish, o'quv jarayonining amaliy ishonchligi, odamlarning muloqot qobiliyati til to'sig'i bo'lib, kasbiy ko'nikma va malakalarni to'playdi.

In modern society, one of the main problems of people's communication is the language barrier. In this regard, education faces the task of solving this problem through the development of the skills of schoolchildren to communicate, to interact socially with native speakers of their own and other cultures, which is relevant in the conditions of teaching Russian as a non-native language, in particular younger schoolchildren of general education organizations in certain regions of the Republic of Uzbekistan. [1.4]

The creation of educational interaction of younger schoolchildren in the field of teaching Russian as a non-native language is established by the practical reliability of the educational process through comparative results, i.e. by correlating hypotheses and teaching methods with the result obtained. In this regard, there are a number of contradictions between:

- Modern parameters of multicultural interaction and a holistic concept of their objectification in the educational process that has not yet developed in pedagogical practice;
- Pedagogical requests for teaching Russian as a non-native language and insufficient methodological development of this request;

Russian Russian – the desire of primary school teachers to obtain the results of evaluating the effectiveness of teaching the Russian language and the lack of appropriate methods of teaching primary school-age children of general education organizations in certain regions of the Republic of Uzbekistan to the Russian language, as well as diagnostic tools for assessing their knowledge.[2.14]

In this situation, the success of teaching the Russian language to primary school children in certain regions of the Republic of Uzbekistan depends not only on the individual age characteristics of students and the peculiarities of the manifestation of national identity, but also on the learning conditions, i.e. on the pedagogical skills of the teacher himself.

Pedagogical skills of primary school teachers in the course of teaching Russian to bilingual children are considered as professionalization of the teacher's activity, which contributes to the transfer of knowledge from the subject of the educational process to the object, i.e. from teacher to student on the principle of feedback: "teacher – student – teacher".

Pedagogical mastery is defined as a synthesis of scientific knowledge, skills and skills of methodical art and personal qualities of a teacher. [3.11]

In order to achieve a high level of professionalism, in their opinion, the teacher needs to accumulate professional skills, educational personal qualities and improve innovative pedagogical work.

The teacher's task becomes concrete in a situation when a junior student as an object begins to independently carry out educational activities, i.e. transform into a subject of pedagogical activity.

Russian Russian should be noted that the study of the Russian language and its mastery by children for whom the Russian language is not native, have an impact on

the development of their personal qualities. The pedagogical substantiation of new approaches to the initial teaching of the Russian language presents the need to rely on play and educational activities in joint and collectively distributed forms as important conditions and means of forming internal motivation of learning, maintaining cognitive activity, educational initiative and developing students' independence.[4.68] Russian Russian language teaching to children with varying degrees of proficiency in Russian is not possible without an activity-based approach that promotes language acquisition as a means of communication and cognition, as well as all types of speech activity of primary school students (listening, speaking, doing, writing, reading). Based on the educational action of modeling by younger schoolchildren, the teacher creates a condition that ensures awareness and "breeding" in the child's mind, on the one hand, the language knowledge acquired in the family, and on the other hand, prepares a fruitful beginning of studying literary Russian.

Russian as a non-native language teaching pedagogical features are as follows: firstly, in the course of teaching literacy to younger schoolchildren, it is necessary to take into account not only their individual, but also national and cultural characteristics; secondly, understanding the relationship between the features of the Russian language and the consciousness, thinking, speech of the child; thirdly, possession of theoretical knowledge the Russian language as a complex level system; fourthly, in order to understand the system of national relations and the peculiarities of the manifestation of national identity in primary school children, the recognition of their native language as a socio-historical product.

Based on this, it can be noted that the social practice of primary school teachers in the field of teaching Russian as a non-native language reveals pedagogical subjectivity in practical actions in the educational process. The subjectivity of a teacher is an active beginning aimed at teaching schoolchildren.

References

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