

THE CURRENT TRENDS IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE METHODOLOGY

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Abstract: The current approach to teaching Russian as a foreign language (RFL) is multifaceted and can be broken down into several distinct areas. The aim of this work is to determine the most pertinent directions in the RFL teaching methodology over the previous five years, based on the content analysis elements. The study's significance rests in pinpointing the primary paradigmatic principles governing this field of study at this point in its evolution. The analysis led to the identification of 1969 mentions of the examined units of analysis in 10 major developments in RCT techniques during the previous five years. The framework of the conceptual (27 percent of total mentions), professionally oriented (15 percent), and linguistic (10 percent) directions revealed the highest number of references to units of analysis.

Keywords: Russian, teaching, methodology, technique, analysis elements.

Introduction

The modern methodology of teaching RCT is a complex and multidimensional system in which many directions and subdirectories can be distinguished. It is obvious that in different periods of the development of science, various trends come to the fore, and the scientific paradigm changes due to a number of objective circumstances. Consideration of the most relevant areas of the teaching methodology of RCT within a certain time period allows us to describe in general terms the main paradigmatic guidelines that define this science. The idea of the main trends in the teaching methodology of RCT, in turn, contributes to understanding the patterns of development of the modern scientific paradigm of language education in Uzbekistan.

The linguistic (linguomethodic) direction is focused on language teaching and involves research in the field of teaching various aspects (language levels) — phonetics, vocabulary and phraseology, morphology, syntax, graphics and spelling, word formation, which, in turn, involves an analysis of the linguistic structure and practice of language functioning. The object of research in the linguistic methodological direction is teaching language material, and the subject is selection language material for different stages of RCT training, its organization, introduction, assimilation and control of assimilation. In addition, an important aspect of linguistic research is the study of text as the main unit of RCT education. Methodologists describe the types of texts, principles of selection and adaptation, types of comments, forms of introduction to learning, types of tasks.

Foreign researchers also often use the content analysis method in pedagogical research. For example, in one of the works, the authors use the content analysis method to identify the attitude of English language teachers to a refresher course. Brazilian researchers collect and analyze information about the goals and content of the relevant work programs based on data presented in the framework of pedagogical projects of 30 Brazilian universities offering design courses. American scientists analyze the characteristics the design of the game learning environment in the scientific literature.

Thus, it can be concluded that currently content analysis is an interdisciplinary research methodology that exists in many variants. A well-conducted content analysis is regarded as an objective research method, since it is based on real facts, and can be used to study any textual information, due to which it is actively

used in various fields.



In this study, an attempt is made to identify and describe current areas of teaching methodology based on the elements of the content analysis method. The theoretical part of the study was conducted on the material of scientific works of Russian methodologists published over the past 10 years and devoted to the description of current trends in the teaching methodology of RCT. The object of this study is the current trends prevailing in the teaching methodology of RCT, the identification of which allowed us to draw conclusions about the vectors of development of this branch of pedagogical sciences at the present stage.

Methodology

The units of analysis when using content analysis elements were the words and phrases presented in the headings of the articles. The identified units of analysis were combined into categorical semantic units corresponding to the current directions of the teaching methodology of the RCT. Based on the calculation of the number of mentions of the units of analysis and their corresponding semantic units, conclusions are drawn about the most relevant modern methodological directions and subdirectories. A large number of studies devoted to the teaching of RCT in the framework of the professionally oriented direction can be explained by the fact that the Russian language is a means of obtaining higher education for a large number of foreign citizens. It should be noted that the successful implementation of the priority direction "Export of education" actively contributes to attracting foreign students to Russian universities.

The linguistic direction is in third place in terms of frequency of mentions among the relevant areas of the teaching methodology of the Russian Language, since there is an interest in linguistic methodological studies of the laws of the functioning of the Russian language throughout the entire existence of the RCT teaching methodology, it has not faded away: linguists and methodologists in the last 5 years have continued to study the best ways to form aspect speech skills in foreign students.

1. Formation of communicative competence in educational, scientific and educational professional spheres of communication (45%);
2. Terminology training – (13%);
3. Teaching to read texts in the specialty (11%).
4. The subdirectories "Teaching listening", "Teaching speaking", "Principles of selection of educational texts" and others amounted to 6% or less.
5. The significant predominance of references related to teaching communication, rather than teaching certain aspects within the educational, scientific and educational-professional spheres of communication, suggests that methodologists attach great importance to teaching types speech activity in their interrelation.
6. It should be noted that such important aspects of professionally oriented RCT training as learning to take notes and word formation are practically not studied by methodologists in the works of the last 5 years, these subdirectories account for 2% and 0.7% of mentions, respectively.
7. The analysis of the sources allowed us to conclude that the principle of taking into account the specialty in professionally oriented RCT training does not lose its relevance in modern methodological research. The most popular learning profile in the research of the last 5 years can be called the technical learning profile (27% of mentions). The second most popular is the humanitarian profile (21%). 15% of modern articles are devoted to the description of the methodology of working with students of medical universities. Other learning profiles (including the language of business communication) account for 13% or less of mentions.

In the linguistic direction, the subdirectories turned out to be the most relevant:

1. Grammar training – 37%;
2. Vocabulary training – 32%;
3. Phonetics training – 20%

The subdirectories "Teaching stylistics", "Teaching word formation" and others (a total of 4 subdirectories) together accounted for 11% of the total number of mentions. The actualization of the



first three subdirectories is not accidental and is due to the fact that grammar, vocabulary and phonetics have played and continue to play a leading role in the process of teaching Russian to foreign students. Within the ethnocentric and multiethnic direction, the most relevant was the direction related to teaching the Russian language to representatives of the People's Republic of China.

The results obtained naturally confirm that. It is a fact that methodologists pay great attention to the development of educational materials for Chinese students, since they currently make up the majority of foreign students in Russia, which makes it necessary to search for special methodological techniques and approaches in working with this contingent.

In addition, various aspects of multiethnic and multicultural education have clearly indicated their relevance. One of the important methodological tasks at the present stage has become the task of organizing and ensuring the educational process in a multiethnic and multicultural environment.

The following sub-directions are relevant in the communicative direction:

1. Learning to read – 45%;
2. Learning to speak – 32%

The subdirectories "Listening Training", "Writing Training" and "Translation Training" together accounted for 23% of the total number of mentions. The close attention of researchers to the methodology of teaching reading is confirmed by a large number of articles devoted to the description of working with works of art in a foreign audience. It should be noted that there is a relatively low research interest in describing the specifics of listening education, especially given that the process of forming auditory skills and abilities, as a rule, causes great difficulties for foreign students.

In the linguistic and cultural direction, there are such directions as:

1. Intercultural communication – 25%;
2. Linguistic and cultural competence – 25%;
3. Regional and linguistic studies – 23%.

The subdirectories "Nonverbal communication", "Socio-cultural competence", and "Speech etiquette means of communication" turned out to be less relevant and together accounted for 27% of the total number of mentions. A large number of works devoted to the problems of the formation of linguistic and cultural competence and issues of intercultural communication indicate that the research interest in the study of the relationship between language and culture, observed over the past few decades, is still quite high. The field of information and communication technologies includes subdirectories "Internet resources in the practice of teaching RCT" (51%), "Electronic textbooks and multimedia materials in the RCT lesson" (36%), "RCT Distance learning" (13%).

The allocation of these subdirectories is associated with the frequency of relevant mentions, which is due to the rapid development of computer technologies and multimedia learning tools. The development of the Internet has provided great opportunities for distance learning. In the context of the COVID-19 pandemic, the direction of information and communication technologies is becoming increasingly relevant. Thus, the conducted content analysis of the headings of articles on the subject of teaching RCT allowed us to objectively identify 9 most relevant areas for modern teaching methods of RCT: conceptual, professionally oriented, linguistic, unoriented and multiethnic, communicative, linguistic and cultural studies, information and communication technologies, psychological, control of learning outcomes. The analysis of scientific and methodological literature on modern trends in the teaching methodology of RCT allowed us to establish that these studies [3; 8; 15-18, etc.] describe the following areas: linguistic, communicative, cultural studies, anthropocentric, test logical, technological, ethnically oriented, professionally oriented, conceptual, as well as a direction related to teaching Russian as a non-native language.

Despite the presence of some differences in formulations, we see that the data obtained on the basis of content analysis correspond to the conclusions of the methodologists. However, there are some differences. Firstly, in these works there is no clear separation of the direction describing the theoretical and practical issues of the teaching methodology of RCT, although researchers write a lot about methods, technologies, learning models, as well as about the development of new learning tools. The



data of the conducted research confirm that a large number of scientific and methodological works are devoted to this particular topic, in connection with which it seems necessary to highlight the conceptual direction.

Secondly, we have identified a psychological direction, within which the issues of adaptation and motivation of foreign students are considered. In the scientific and methodological literature characterizing current trends in the teaching of RCT, this area is not represented, perhaps because it is included in a broader The direction is anthropocentric, describing the features of the subjects of the educational process.

Conclusion

Based on the theoretical analysis, it was found that at the present stage there are such areas of teaching methodology of the Russian Language as: linguistic, communicative, cultural studies, anthropocentric, textual, technological, ethno-oriented, professionally oriented and conceptual. The authors made an attempt to identify relevant directions and sub-directions in the teaching methodology of RCT over the past 5 years based on elements of content analysis, which allowed the most objective consideration of the subject of study. The study included 2 stages. At the first stage, 9 key areas of modern teaching methods of RCT were identified: conceptual, professionally oriented, linguistic, ethno-oriented and polyethnic, communicative, linguistic and cultural studies, information and communication technologies, psychological and control of learning outcomes. Conclusions were drawn about the possible reasons for the priority of the first three directions. At the second stage of the study, the most relevant subdirectories within each of the the directions listed above.

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