



PROBLEMS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO STUDENTS IN UZBEKISTAN

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ABSTRACT	KEYWORDS
The article discusses the main difficulties that arise when teaching technical students at the first course, for whom native language - Uzbek. Knowledge of distinctive features of the phonetic system and morphology of the Uzbek language allows to select the right exercises and properly organize learning activities in the classroom for Russian as a foreign language. Also important is training the official and scientific styles of speech, as well as the formation of skills of production monologic statement.	Phonetic interference, category of a sort, spelling literacy, culture of speech activity, communicative competence.

Introduction

Currently, more and more foreign students come from CIS countries to obtain higher education at Russian universities. Moreover, if previously mostly students from Tajikistan and Turkmenistan entered universities, now there are significantly more students from Ukraine and Uzbekistan.

Among students from the CIS countries, a separate group consists of students from Turkmenistan and Uzbekistan. Since the Uzbek and Turkmen languages are similar in many ways, it is possible for students from these countries to study together in one group.

It should be noted that the results of the entrance control reveal different levels of language proficiency, which makes it necessary to teach phonetics, introduce a remedial course in Russian grammar, etc. In this article we will look at the difficulties that arise when teaching Russian to Uzbek students of non-philological specialties in the first year.

A number of factors can be identified that explain Uzbek students' insufficient command of the Russian language. As is known, in the 1990s, a policy of de-Russification began in Uzbekistan, as a result of which the Russian-speaking population began to leave these countries. Russian has become the only foreign language studied in schools and universities of the republic, the number of hours devoted to its study has been significantly reduced. Moreover, the number of secondary schools, colleges, and universities teaching the Russian language has also decreased sharply, as well as the number of Russian-language media. This is why some Uzbek students, coming to Russia, do not speak Russian well enough. But even those same students who were born and raised in large cities (or, for example, in mahallas), where there is still a Russian-speaking population, and who have often heard Russian speech and speak it well, but even among them, despite their independence, responsibility,

hard work and a high level of motivation for educational activities, face problems when learning the Russian language, difficulties in producing written text.

Another reason for problems when teaching Russian to students from Uzbekistan is the peculiarities of the Uzbek alphabet. So, for example, students perceive a letter from the Russian alphabet as a letter from the Uzbek alphabet and pronounce it as [u].

Since in the first stages of learning Russian as a foreign language, students have a large number of errors explained by interference, insufficient writing, listening skills, etc., it is initially necessary to pay special attention to the phonetics and morphology of the Russian language. It is also important to give an idea of sentence models, subject-predicate relationships, and types of syntactic connections in phrases.

When teaching phonetics of the Russian language, it is certainly important to take into account a number of phonetic features of the Uzbek language. So, if in the Russian language the letter sh corresponds to the hard sound [sh], then in the Uzbek language the letter sh is absent: the sound [sh] sometimes denotes a combination of the letters s and h. Foreign students often confuse the letters sh and ʃ, both in written and spoken speech, pronouncing instead of the sound [w] - [w'] (and vice versa). In the Uzbek language, after the sound [w], the sound [s] never occurs (both the letter and the sound [s] are absent in the language). In this regard, Uzbek students experience difficulties in reading and writing words in which the letter sh is followed by the letter i, but is pronounced [s], so they do not read the letter combinations zhi, shi and qi as [zhy], [shi], [tsy], but as [z'i], [sh'i] and [ts'i].

Separately, it should be said about the letter z of the Russian alphabet, which corresponds to the hard sound [z]. In the Uzbek language (as well as in Turkmen) it is absent, but there is a letter that corresponds to the soft sound [j']. This explains the difficulties that students have when pronouncing Russian words like life, animals, prove and others, since they perceive the sound [zh] as soft, not hard. If in the Russian language the letters ë, yu are separate letters and denote two sounds at the same time, then in the Uzbek language they correspond to the combinations uo, ui, ua. That is why foreign students should pay special attention to the writing of Russian words in which the letters e, ë, yu, ya are found, since when perceiving the text by ear, students can write not one, but two separate letters (not olka, but yolka); instead of the sound [e], they can pronounce [e].

Finally, one of the main reasons for errors in the written speech of Uzbek students is the absence of a soft sign or its writing in words where it is not required. The fact is that this sign is absent in the Uzbek language, so it is necessary to explain in what cases the soft sign is used in words belonging to one or another part of speech (for example, in some nouns after the consonant l; before e, ë, yu, i and etc.). Particular attention should be focused on writing a soft sign in suffixes and endings of verbs (reflexive suffix -s-, infinitive suffix -t-, second person singular endings -e, -ish), the absence soft sign after the past tense suffix -l-, in the third person singular form (-et, -it).

Thus, phonetic exercises in the Russian language should take into account the features of the phonetic system of the Uzbek language and be aimed at training pronunciation skills, of course, of all sounds. However, special attention should be paid to the pronunciation of the vowel sound [s], soft and hard consonant sounds (primarily hissing and [ts]), and stress in words. Particular attention should be paid to the pronunciation of the combinations zhi, shi and qi. Knowledge of the phonetic system of the Russian language and good pronunciation skills for students from Uzbekistan are the foundation for further study of grammar and successful completion of the course.

Along with phonetics classes, the study of morphology is of great importance at the first stage of language learning. In the Uzbek language, words are “classified primarily on the basis of lexical-semantic features,” and not depending on lexical meaning, morphological features and syntactic function, as in the Russian language. It should be taken into account that the Uzbek language has an agglutinative structure, therefore, when teaching the Russian language, an important role is given to the study of such varieties of syntactic connections between words as coordination and control.

Since the category of gender is absent in the Uzbek language, when studying a noun as a part of speech, it is sometimes very difficult for Uzbek students to distinguish between words of masculine, feminine and neuter gender. Students pay special attention to masculine and feminine nouns, at the end of which there is a soft sign (these words are remembered). Students also need to remember some distinctive features of feminine words ending in -est, -ost, -zn, -v, -p, etc. When studying cases, it is important to take into account that there are no prepositions in the Uzbek language, so it is important for students to remember those Russian prepositions that, as a rule, are used with nouns in a certain case (for example, the preposition *k* presupposes the use of a noun in the dative case form).

When considering the features of the endings of adjectives, it is necessary to draw students' attention to adjectives that have soft (-y, -yaya, -ee, -ie) and hard (-y, -aya, -oe, -y) declension options. That is why a large role is given to tasks and exercises aimed at developing the skills of agreeing adjectives and pronouns with nouns. As one of the tasks, you may be asked to correct phrases or sentences written with errors (without a soft sign, with incorrect endings of adjectives, etc.). Particular attention should be paid to writing numbers in words (mathematical dictation, which, for example, can be used as a final task at the stage of post-text work with a scientific text).

A number of difficulties arise when learning the verb. Foreign students from Uzbekistan find it difficult to understand the difference between imperfective and perfect verbs (for example, write and write), which is explained by the absence of an aspect category in the Uzbek language (there is also no infinitive form). The formation of the imperative form of the verb can also cause difficulties, since the form of the imperative in the Uzbek language is the stem of the verb.

Finally, some students find it difficult to remember the morphological features of an adverb and distinguish this part of speech from an adjective. If in the Russian language there are special morphological indicators that distinguish adjectives from adverbs, then in the Uzbek language they are absent, so students do not add the ending to some neuter adjectives, as a result of which the adjective turns into an adverb. The teacher must first develop strong skills in forming verbs and adjectives, and then adverbs. It is important to select exercises that develop the ability to form adverbs, distinguish between adjectives and adverbs as parts of speech in phrases (with agreement and adjacency) and sentences.

When teaching Uzbek students Russian as a foreign language, it is also necessary to increase the level of spelling literacy of students, teaching first simple and then more complex rules so that they can successfully master the educational program.

A special place in teaching the Russian language at this stage is given to the study of official business and scientific styles of speech. Many students from Uzbekistan speak a conversational style of speech, have a sufficient amount of grammatical knowledge, have a certain vocabulary, but have difficulty producing a monologue statement in natural communication, do not know the structure and principles of creating texts in official business and scientific styles of speech, and have difficulty speaking

answer. It is necessary to learn the terminology of a specific specialty, abstract vocabulary, and competent communication in the professional field.

The study of the scientific style of speech should proceed in stages. Thus, in the first semester, students become familiar with functional and semantic types of speech: reasoning, narration, description. Knowledge of the features of narration ensures the development of Uzbek students' skills in monologue statements, characterized by logic, consistency, accuracy, expressiveness, and correctness; knowledge of reasoning - skills of correct argumentation, the ability to correctly formulate statements, assumptions, theses, arguments, make generalizations, conclusions. Students learn to make an outline of a scientific text, give a written argument based on the text they read, take notes, and write an essay on a proposed topic. Particular attention should be paid to the analysis of a scientific text, its themes, ideas, compositional and linguistic features, identification of interphrase connections, and its subsequent written (exposition) or oral (retelling) reproduction.

Thus, teaching Russian as a foreign language to students from Uzbekistan in the first year of the institute involves intensive and step-by-step work on different sections of the language (primarily phonetics, morphology, vocabulary, spelling), as well as on increasing the level of students' speech culture (in the professional sphere). Knowledge of a number of features of phonetics and morphology of the Uzbek language helps to correctly form the linguistic and communicative competence of students, and take into account the difficulties that students may encounter in the process of learning the Russian language.

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