

ON THE QUESTION OF THE METHODS OF TEACHING THE RUSSIAN LANGUAGE TO A BILINGUAL AUDIENCE

Cherginskaya Irina Aleksandrovna

Uzbek State University of World Languages, Tashkent, Uzbekistan

Abstract

This article discusses the development of methods for teaching the Russian language, taking into account the specifics of a bilingual audience. The emphasis is on the fact that when developing methods for teaching the Russian language, it is necessary to clearly understand not only the educational problem and the purpose of study, but also the specifics of the bilingual audience.

Keywords: Linguocultural component, bilingual, bilingualism, bilingual education, bilingual education, intercultural communication.

Introduction

The main reality of modern education has become the awareness of the need to reform the entire educational system. The reform itself is already happening before our eyes, and it is especially noticeable where teaching the Russian language includes a linguocultural component. There is no need to argue about the importance of taking this component into account, because our state is characterized by a multinational composition of citizens, and even “in schools with Russian as the language of instruction, 70% or more are children - representatives of Turkic nationalities, primarily Uzbeks” [1; 26]. Naturally, given this state of affairs, it is important to structure the educational process in such a way that students not only replenish their knowledge about the specifics of vocabulary and grammar of the Russian language, but actively prepare for intercultural communication. And then “the study of native and non-native languages in the conditions of intercultural communication and cross-cultural education actualizes the ideas of linguistic education and the search for effective teaching methods” [2; 9].

In implementing this idea, it is important to form a linguistic personality capable of intercultural dialogue, which makes the problem of intercultural communication particularly important: “Discussion of the problem of intercultural communication, which is relevant in multinational Uzbekistan, in the context of linguistic education... should be aimed at qualitatively improving the teaching of linguistic disciplines at a university, academic lyceums, vocational colleges and secondary schools, strengthening their humanistic, human-forming and cultural functions...” [3; 16-17].

Considering it important to note that when developing a methodology for teaching the Russian language, it is necessary to clearly understand not only the educational problem and the purpose of the study, but also the specifics of the bilingual audience. It would seem that everything is



clear here and there is no need to explain anything else, but in reality everything turns out to be not so simple. For example, is only an Uzbek student studying Russian in a Russian-language group a bilingual? What category should we include Uzbek students studying Russian in a group with Uzbek as the language of instruction, if they have a good command of the Russian language (they understand, speak, and can express their thoughts in writing)? The very concept of “bilingual” includes several components, and bilinguals themselves are not identical; their composition may include certain varieties. Without understanding this, it is hardly possible to build effective educational work in a bilingual classroom.

“Linguoculturological Methodological Dictionary” by T.M. Balykhina, N.Yu. Gorchakova, A.A. Denisova will help us to concretize the concepts and didactic terms from the field of linguoculturology, published by the publishing house of the Peoples' Friendship University of Russia [4]. The authors of the dictionary believe that “linguoculturology has acquired the status of not only a scientific discipline, its research is actively used in the practice of teaching Russian as a native, non-native, foreign language” [4; 2]. Without knowing the terms and understanding their content, it is difficult to develop and apply effective techniques for teaching the Russian language to those who are bilingual or participating in bilingual education. The dictionary clearly interprets and differentiates the terms “bilingual education” and “bilingual education”. Let's look at these concepts.

Bilingual education. Education when two languages are used in the learning process-native (first) and state, foreign (second).

The definition takes into account the use of the native and state languages, but for some reason it is not noted that a second language, in addition to a foreign language, can also be a non-native language. It turns out that living in Russia, Tatars, Bashkirs, Kalmyks and representatives of other nationalities perceive it as the language of another country. In our opinion, the use of two languages in teaching involves, first of all, taking into account the characteristics of the native and non-native languages, because there are still certain differences between the non-native and foreign languages.

In relation to Uzbekistan, another form of bilingual education is possible. This is manifested in the fact that Uzbek students who graduated from school with the Uzbek language of instruction further study at a lyceum or college with the Russian language of instruction, and then at a higher educational institution they also receive knowledge in Russian. At the same time, Uzbek is both the first (native) and second (state) language for them, and Russian, as a non-native language, is studied to ensure intercultural communication.

Bilingual education. An intermediate stage in the transition to education from the native language to the second (state) language. It has little in common with the concept of quality academic education.

What is significant in this definition is that students gradually move from their native language to a second language (Russian) when acquiring knowledge. This probably means that after studying at a national school, becoming students, they continue it in Russian. Let us point out that in the realities of Russia this is, indeed, a transition from the native (national) language to



the state (Russian). In the realities of Uzbekistan, we can probably talk about Uzbek students who initially received education in their native language, and then continued their studies in a classroom with Russian (the second) language of instruction.

A Russian language teacher must have a good idea of what kind of bilinguals are in the classroom, how well and consciously they speak a non-native language, what is their motivation for learning the Russian language or teaching in Russian. In accordance with this, he must structure the educational process, select material for work, individualize tasks, offer exercises aimed at developing skills in speaking a non-native language, ensuring free communication in various areas and speech situations. Understanding that different bilinguals have their own characteristics will help in developing methods for teaching Russian to those for whom this language is not their native language, but whose mastery helps in intercultural communication.

References

1. Андриянова В.И. К проблеме использования иноэтнокультурного материала в новых учебниках по гуманитарным дисциплинам как средства развития духовности, толерантности и речемыслительной активности обучающихся // Преподавание русского языка и литературы в иноэтнокультурном пространстве. – Ташкент: УзГУМЯ, 2010. – С. 23-28.
2. Адинаева Л.М. Теория и технология иноязычного образования // Концептуальные проблемы мировой литературы и лингвистики в социокультурном пространстве XXI века: теория, методология, практика. – Ташкент: УзГУМЯ, 2009. – С. 9-12.
3. Саъдуллаев Д.С. Формирование языковой личности, способной к межкультурному диалогу // Гуманистические аспекты преподавания русского языка и литературы. – Ташкент: НУУз, 2010. – С. 12-17.
4. Балыхина Т.М., Горчакова Н.Ю., Денисова А.А. Лингвокультурологический методический словарь. – М.: РУДН, 2008. – 88 с.

