

Current Problems of Teaching Russian as a Foreign Language

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Annotation: The article is devoted to teaching Russian as a foreign language (RFL). This article discusses the main difficulties in the process of teaching Russian as a foreign language, as well as possible difficulties in teaching it. In the first part, the author analyzes the language as associated with the culture and life of the people, reveals the reasons for the specificity of certain sound combinations. Particular attention is paid to the semantics of the language and vocabulary. These problems are analyzed, ways to solve them are considered. Methods of language teaching based on interactivity are shown, the approach associated with the individualization of learning is highlighted. The second part of the article describes the difficulties that arise in the interaction between the teacher and the student.

Keywords: teaching methods, semantics, alliteration, vocabulary, interactivity, teaching Russian as a foreign language, teaching Russian as a foreign language, Russian as a foreign language.

The Russian language is one of the most difficult languages in the world, so there are some difficulties in learning it. However, not only pupils and students, but also teachers can face problems in the learning process. In order for the teaching of the Russian language to be effective, the teacher must competently organize the educational process, taking into account the typical difficulties that arise during the educational process. This article discusses linguistic phenomena that present difficulties for pupils and students studying the Russian language. Also, special attention is paid to the relationship between the teacher and students in the process of language learning, since the success of learning largely depends on a favorable atmosphere (“emotional climate”), the creation of which is one of the tasks of the teacher.

Current problems of the teaching the Russian languages

There are more than 7,000 languages on earth, and each of them is associated with a distinctive culture, historical and social significance. People from different countries and continents speak heterogeneous, often dissimilar languages, as a result of which there is a tendency to study, in addition to their native language, those spoken by a significant part of the world's population, the so-called world or global languages. In the 20th century, the Russian language entered the list of world languages and became more in demand among citizens of foreign countries. At present, not only residents of the Russian Federation and the CIS countries know or want to learn Russian, but also residents of other, more distant countries are striving for this.

As with learning any other language, people who decide to learn Russian face some difficulties. Grammar rules, pronunciation features - this is only a small part of the problems that people face when they begin their acquaintance with this great and powerful language.

The problems of learning the Russian language are connected not only with its study, but also with its teaching. Despite the fact that most Russian language teachers are professionals in the practice of teaching, there are often difficulties in teaching. Of course, each person needs an individual approach, their own teaching methods, but, unfortunately, not all currently existing methods can be considered effective. In this article, I want to focus on the most important, in my opinion, problems in learning the

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Russian language, as well as the problems that arise when teaching this language, and try to share my experience in order to minimize them.

There are key points when drawing up a program for teaching the Russian language (both native and non-native), which you need to rely on:

1. features of the Cyrillic alphabet;
2. vocabulary features;
3. Features of grammar.

The Russian language is rightfully recognized as one of the most difficult to learn, primarily because of the peculiarities of the Cyrillic alphabet: many languages are based on the Latin alphabet, the composition of which differs significantly from the Cyrillic alphabet both in spelling and in pronunciation. The second significant barrier in the study of the Russian language can be called the rules of Russian grammar. It is this section of linguistics that is difficult not only for students, but also for those who learn Russian as a native language. Also, the use of phraseological units and words in a figurative sense causes significant difficulties for students of the Russian language.

The role of the teacher and student in the process of teaching Russian as a foreign language

Teaching Russian as a foreign language is a very difficult, but at the same time interesting process for both students and teachers. For successful teaching, it is necessary not only to study in detail the various methods of teaching Russian as a foreign language, but also to take into account the personal and cultural characteristics of students. In addition, it is important to note that a foreign language teacher pays special attention to the communicative-teaching function, which means the importance of building a lesson on a communicative-speech basis and allows the teacher to better interact with students.

The relationship between teacher and student is one of the most important aspects of educational influence. The teacher sees the student in an educational institution, where he is surrounded by his usual environment, including friends, comrades, and it is also easier for the teacher to note the interests of the student and his interaction with others. Thanks to the above aspects, it is much easier for the teacher to help the student in solving life problems and understand what the learning difficulties are connected with.

Due to the fact that this topic is aimed at the relationship between a teacher and students who are representatives of other countries, it is important to note the cultural aspect in such situations in order to avoid disagreements and misunderstandings. It is the teacher who directs the educational process, helps students to direct activities in the right direction. When drawing up the curriculum, the teacher takes into account the personal, psychological and cultural characteristics of students, and despite the fact that he works based on the curriculum, his creative personality contributes to the best conduct of classes.

It is generally accepted that in the modern methodology of teaching Russian as a foreign language, education is based on the relationship scheme "teacher - student - teaching aids", which is defined as pedagogical communication and implies a partnership between a foreign student and a teacher.

A teacher of Russian as a foreign language not only supports the student in solving educational problems, but also helps to better assimilate in a foreign culture, to accept new foundations and rules. In addition, it is important to note that leadership skills alone cannot be enough to teach Russian as a foreign language. An RFL teacher should be an open, friendly person who can influence students and interest them.

Since the RFL teacher mainly teaches foreign students, he needs to show some flexibility in the teaching process and try to organize interesting and informative classes. It is important for the teacher to take into account not only the national and cultural characteristics of the students, but also their individual psychological qualities.



As for the role of the learner, it is quite difficult to cope with the tasks set on your own, especially in a foreign environment. In this situation, the attitude of the teacher to his wards is especially important, given the fact that students first of all pay attention to the attitude of the teacher to the class. Students especially note the behavior of the teacher in the pedagogical sphere, namely in the lesson, during which the teacher most clearly reflects his creative personality. In addition, educational work with students is noted and, of course, extracurricular communication, when students can note the personal qualities of a teacher.

At the same time, it is important to mention the cultural characteristics of students, since when studying Russian as a foreign language; students are native speakers of another language. Students need understanding and awareness by the teacher of the importance of their culture and taking into account national characteristics.

Speaking about the age of the students, their description of a qualified teacher varies. Senior students evaluate teachers from different angles, taking into account both pedagogical and personal qualities. While younger students pay attention only to the behavior of the teacher. Thus, we can conclude that adult students more objectively evaluate the qualities of a teacher, even with a positive attitude towards the teacher in general.

Based on the foregoing, it can be noted that a high-quality and intensive study of Russian as a foreign language is impossible without certain communication barriers, which is a particular difficulty in the learning process. However, with a detailed study of the similarities and differences of cultures, this problem becomes quite solvable, which contributes to improving the quality of education. An RFL teacher should always remember that his students are native speakers of other languages and cultures and take into account their peculiarities.

Conclusion. In the process of learning the Russian language, students face many problems due to the complexity of the material. The task of the teacher is to make it as easy as possible for students to understand the most difficult language phenomena for them. Thus, when organizing the educational process, the teacher must take into account the likelihood of difficulties in the assimilation of educational material by students and pay due attention to each problem. In turn, students will have to learn a large amount of material: both theoretical and practical. Therefore, the teacher must maintain harmony between these key points so that students can use the learned material in the communicative sphere.

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