

**PECULIARITIES OF TEACHING THE RUSSIAN LANGUAGE TO STUDENTS IN SCHOOLS WITH A NON-RUSSIAN LANGUAGE OF TEACHING IN GRADES**

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**Abstract:** *The problem of teaching the Russian language in non-Russian language schools is today one of the most pressing pedagogical problems of our time. In connection with the processes in many regions of Uzbekistan, children of different nationalities study in the classes of general education schools.*

**Keywords** Noun, cases, declension of nouns, pupils.

**ОСОБЕННОСТИ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ УЧЕНИКОВ В ШКОЛАХ С НЕРУССКИМ ЯЗЫКОМ ОБУЧЕНИЯ**

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**Аннотация:** *Проблема преподавания русского языка в школах с нерусским языком обучения является сегодня одной из наиболее актуальных педагогических проблем современности. В связи с процессами во многих регионах Узбекистана в классах общеобразовательных школ учатся дети разных национальностей.*

**Ключевые слова** *Имя существительное, падежи, склонение существительных, ученики.*

To help the child master the curriculum, we try to determine the initial level of proficiency in the Russian language, focusing on the degree of general development of the child, the characteristics of his mental make-up, character, and temperament. Taking these indicators into account, a program is being developed for children with a native language of instruction. Organizing individual and group Russian language classes is the most optimal way for children's language adaptation. And that's why we are conducting an elective course "Russian Language Without Borders" for students in grades 6-7. The course is 1 hour per week for each class.

The course "Russian Language Without Borders" is designed to quickly activate students' existing speech skills and abilities and ensure communication in Russian in the educational and everyday spheres. Adjust existing knowledge and develop new knowledge in the field of the Russian language. Ensure "soft" inclusion of children in the learning process.

In order for a student to feel needed and important, it is necessary, on an equal basis with other students, to involve him in the social life of the class and school.

Only through targeted, consistent joint activities can results be achieved. All this will help unite us and make us one big multinational family, where everyone is important and necessary for the healthy, favorable development of our state.

The current situation related to teaching Russian as a non-native language is as follows: the school teacher has a standard philological education, which includes teaching Russian as a native language, and there is also no specialized textbook aimed at students of this category for whom Russian is a non-native language.

In this regard, the problem of “teacher-textbook-student” arose, which consists not only of poor knowledge of the Russian language, it is a more complex problem - the social and psychological adaptation of the student to a new culture, new habits, traditions and customs, new value guidelines, new relationships in the team.

Consequently, questions arise: “How to organize the educational process?”, “How to fit work with these children into it?”, “Where to start?”, and most importantly, “How to teach Russian to non-Russian students?”

To help the child master the curriculum, we try to determine the initial level of proficiency in the Russian language, focusing on the degree of general development of the child, the characteristics of his mental make-up, character, and temperament. Taking these indicators into account, a training program for migrant children is being developed. Organizing individual and group Russian language classes is the most optimal way of language adaptation for migrant children. And that’s why we are conducting an elective course “Russian Language Without Borders” for students in grades 6-7. The course is 1 hour per week for each class.

Any research begins with defining the subject of your work, so it is important to determine the level of preparation of students.

To determine the level of language preparation of students, one should use the Draft Educational Standard for the Russian language as the state language of the Russian Federation, which defines the requirements for the level of preparation of students at the initial and basic stages of education, and suggests ways to measure the level of language proficiency.

Along with traditional forms, the standard also provides for non-traditional ones - testing, methods for measuring the level of proficiency in listening, reading, speaking, and writing. [4] As a result, three levels are distinguished: weak, medium and zero.

Students with a weak level of Russian language proficiency are students who, with difficulty, understand Russian speech and can speak on certain topics (about themselves, their family, communicate in a store, in transport). Their vocabulary is very limited. There is a strong accent that interferes with normal communication with the teacher and other students. Strong lexical and grammatical interference due to the influence of the native language, slow pace of speech, that is, the student was constantly looking for words to express his thoughts (translated from his native language).



With an average level of proficiency in the Russian language, students make mistakes in stress and intonation, there is an accent, lexical and grammatical interference. Students understand the teacher's explanations and can answer the question posed.

Students with zero level of Russian language proficiency do not speak Russian at all and do not understand the teacher's words. You have to communicate with such students through student consultants.

The course "Russian Language Without Borders" is designed to quickly activate students' existing speech skills and abilities and ensure communication in Russian in the educational and everyday spheres. Adjust existing knowledge and develop new knowledge in the field of the Russian language. Ensure "soft" inclusion of children in the learning process.

Accordingly, the course includes two sections:

1. Introductory and conversational.
2. Corrective.

The course has its own objectives. Introductory and conversational - removing the language barrier, enhancing students' knowledge of the Russian language, expanding their vocabulary. This makes it possible to prepare students for free communication in Russian within the school walls and for further education in Russian. The main course is a corrective one. Its task is to develop new knowledge in the field of the Russian language. The course contains important sections of the Russian language: phonetics, morphology, syntax, punctuation, and also a special place is occupied by speech development. They reflect the difficulties of mastering educational material and ways to overcome them.

Since there are students in the class with different linguistic levels of Russian language proficiency, there is a need to create a collective form of work. The advantage of this form of work is that it significantly increases the volume of speech activity in the classroom: after all, choral responses help to overcome the fear of making a mistake, and this is the most important thing in working with such students. This activity is convenient for acting out suggested speech situations that encourage them to ask or say something in Russian. They help children create a stock of the most common Russian words and phrases for use in colloquial speech. [3]

Working in pairs helps correct students' speech errors by composing a dialogue on a given situation. The guys help each other in correct and clear pronunciation of non-native speech.

The development of phonemic awareness is also achieved through individual work with the student.

Work along the chain is used when practicing reading techniques, when consolidating knowledge of grammatical forms and structures with and without visual support, when composing stories based on plot pictures, and when retelling.

As practice has shown, the most effective forms of work when working with migrant children are:

The use of individual didactic material (cards, tables, diagrams), which helps to work with students of different levels of training, taking into account individual characteristics.

Development of spelling rules algorithms. Step-by-step application of the rules helps students consciously work with various types of exercises.

Multiple-choice testing helps you remember a rule or the right definition faster and more accurately.

Dictations “Testing myself.” The peculiarity of such a dictation is that students have the right to ask the teacher any question, get an answer to it, correct their mistake, and the grade will not be reduced for this. The great advantage of this work over others is that, in addition to the controlling side, the teaching side is also pronounced.

During oral surveys, strong students answer first, because it is easier for weak students to repeat “after”.

Game forms. The value of the events is that students themselves prepare questions and formulate assignments on topics of interest. Regular games allow many students to participate in this work; everyone can play both the role of a player and the role of a presenter, organizer, and can act as a consultant in the preparation and conduct of games and competitions on literary and linguistic topics in elementary grades. The educational task set before students in a game form becomes more understandable for them, and verbal material is easier and faster to remember.

Dialogue form of communication. Teaching active communicative activity to students in a multiethnic class is effective only in a favorable educational and psychological climate, which helps students with poor command of the Russian language to overcome the fear of speaking and speech reticence. Therefore, methods of organizing a dialogue form of communication and teaching dialogue in the classroom contribute to the development of speech both for Russian children and students of other nationalities.

In relation to the topic “Noun. Cases of nouns” looks like this:

Organizing the beginning of a lesson or introduction to the language environment.

Game form.

Greeting from the teacher.

-Good morning! How are you doing? Anything new? Do you like today's weather?

You will turn to each other

And smile at each other.

And good luck to you in everything.

Now let's start the lesson.

Greeting students.

Perform movements based on the poem.



2. Checking homework.

Oral survey. Strong students answer first, because it is easier for weak students to repeat “after”.

Checks homework.

They answer.

3. Preparation for active educational and cognitive activities

Use of didactic material.

Work with text.

Dialogue form of communication.

The teacher distributes the text.

Conversation on issues.

Each student has a printout of the text on their desk.

- What word appears in each sentence?
- What part of speech is the repeated word?
- Let's clarify our knowledge about the noun.
- What is a noun?

— When the question is WHO? when that?

- A noun has a gender. How to define it?

- The noun changes according to numbers. What number can a noun have?

Students carefully read the text, answer questions, and participate in the conversation.

4. Introduction of new educational material.

Use of didactic material.

Oral questioning on questions.

Working with a tongue twister.

- And today we will reveal another secret of the noun.

— Autumn prepared invitations to the ball:

In autumn the leaves will have a ball!

Who advertised this?

The wind - it was he who spread the word

And I brought the invitation letter to everyone.

Yellow on the leaf - stand,

Spin around with the red one!

— Did you like the text? And I didn't understand anything? And why?

- And here helpers come to the rescue - cases.

Why cases?

Working with a tongue twister.

Daisy collected daisies on the mountain. Daisy lost the daisies in the yard.

-What is the word daisy in the first case? In the second?

-Write down the nouns and determine the case.

Answer questions.

Questioning cases in pairs. Writing down case questions in a notebook.

They pronounce the tongue twister in 3 stages (slowly, quickly, very quickly)

5. Initial check.

Step by step application of the rules.

The teacher explains the implementation of the written building.

Decline according to noun cases. DRESS, RYE, COUNTRY

Perform at the board, speaking.

6. Consolidation.

Oral survey. Strong students answer first, because it is easier for weak students to repeat “after”.

The teacher explains the implementation of the building.

Work with text.

Russian Winter

1. Snowy winters in Russia are good! 2. Bad weather is replaced by clear days. 3. Deep snowdrifts glisten in the sun, large rivers and small rivulets have disappeared under the ice. 4. Winter covered the ground with a coat of snow. The earth is resting and gaining strength.

5. The winter forest is filled with life. 6. Here a woodpecker tapped on a dry tree. 7. The forest drummer beats the beat throughout the forest. 8. A hazel grouse will fly noisily, a wood grouse will rise from the snow dust. 9. A flock of cheerful crossbills sat on the branches of a spruce tree. 10. You stand and admire how deftly they stick their beaks into the cones and select seeds from them. 11. A nimble little squirrel jumps from branch to branch.

12. A big owl flew in and gave a voice. 13. Other owls responded to her. 14. A forest mouse squeaked quietly, ran through the snow and disappeared under a stump in a snowdrift.

(112 words)

Assignment: read, write down the 2nd paragraph and determine the cases of nouns.

2) Retelling the text (detailed)

Work with text.

7. Generalization and systematization.

Use of didactic material.

— Why do you need to be able to decline nouns?

Restore the poem by inserting the word “cat” in different cases

Waiting for prey at the hole,

Hiding, gray (cat).

The mouse was left without a tail,

Breaking away from (the cat).

And now a mile away



Won't get close to (the cat).

The rat is old - and the one

Seeing the formidable (cat),

He will run into a hole under the house,

So as not to meet with (the cat).

There's trembling in the dark

Remembers (cat).

— What difficulties did you experience while doing your job?

Restore the text.

8. Monitoring and testing of language and speech skills.

Use of didactic material.

The teacher explains the following task.

Write a short text based on the picture.

Compose the text orally.

9. Summing up.

Dialogue form of communication.

Teacher:

-So, today in class we repeated it?

-Why do you need to know cases?

Participate in dialogue.

10. Homework.

Use of didactic material.

Work with text.

The teacher explains homework.

Make up questions for the text. At noun. In paragraphs 1 and 3, identify cases and declension. Prepare for the dictation.

Complete the task.

Thus, various forms and methods of work help the teacher to arouse interest in learning the Russian language, while maintaining respect for the native language as an equal in a large “family” of languages.[3]

In order for a migrant child to feel needed and important, it is necessary to involve him in the social life of the class and school on an equal basis with other students. Give him various kinds of assignments, tasks that are interesting to him and which he can handle well. It is also necessary to give group tasks that are focused on joint completion, where everyone has their own task and the grade for completing the task depends on each participant. This can easily be done within the school, since now in every lesson such a teaching method as project work is common.

A special aspect of the work is the interaction of the school with the parents of migrant children. It is necessary to talk about the topic of tolerant attitude and respect for different cultures and nationalities not only during class hours, but also at parent-

teacher meetings. It is important to hold events in which students and their parents participate (even better if the team is mixed).

Only through targeted, consistent joint activities can results be achieved. All this will help unite us and make us one big multinational family, where everyone is important and necessary for the healthy, favorable development of our state.

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