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Uzbek Psychological and Pedagogical Aspects of Teaching Russian as a Non-Native Language

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Abstract: In the special literature, there is a large list of general didactic, pedagogical-psychological, socio-linguistic, methodological approaches, principles, and methods of teaching Russian as a non-native or foreign language. Among them, in our opinion, the most important is the principle of taking into account the native language. This is a system of organizing the educational process (a system of exercises; selection of material that prevents interference), in which the experience of students in their native language is taken into account. It is important to remember that linguistic phenomena in the native and studied languages may coincide completely, partially, or not at all. The greatest learning problem is posed by partially overlapping phenomena. In this case, explicit or implicit, hidden comparison is necessary, as the analysis of perceived "non-native" speech is based on the categorical structure of the native language, and the construction of "new" language statements is based on the model of the native language or an intermediate language.

Keywords: Linguistic and cultural materials, country studies, linguistic and cultural studies, teaching methods, communicative competencies, linguistic and cultural studies, linguistic and cultural linguistics.

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Introduction

Modern classes on teaching Russian as a non-native language involve the active use of linguistic and cultural material. Mastering the methodology of teaching Russian as a non-native language becomes an important condition and an integral part of the training of students of pedagogical directions for their future professional activity [1, 2].

The relevance of the topic of this graduation qualification work is explained, first of all, by the socio-political conditions, both in Russia and in other CIS countries, in particular, in Uzbekistan. For example, Russia has become an open country, and the influx of migrants, mainly labor, has increased [3]. In Uzbekistan, there is a growing focus on the study of the Russian language due to the need for more targeted Russian language education, which is driven by the further development of integration processes and the deepening of mutually beneficial economic and cultural ties between the Republic of Uzbekistan and the Russian Federation [4, 5].

Methodology

Being private didactics, the methodology of teaching Russian as a non-native language relies in its development on the basic science of pedagogy, which studies the patterns of personality formation in the process of education. The provisions of pedagogy serve as the starting point for solving the most important issues of building a system of teaching a non-native language: the issue of the goals of teaching, the content and process

of teaching, methods, and organizational forms of teaching. In turn, through the methodology of teaching Russian as a non-native language, the general theoretical provisions of didactics are concretized and implemented in practice.

Thus, the leading component of the learning system that influences the choice of content, forms, methods, and means of learning is the learning goal, which is a planned result of activity. Following L.V. Shcherba, it is customary to distinguish three goals of teaching Russian as a foreign or non-native language:

- **practical** – defines the final requirements for the level of language proficiency, and reflects the overall learning strategy. Currently, practical goals are formulated with a focus on communication – the practical mastery of a non-native language as a means of oral and written communication. Practical goals are defined for the entire course of study, as well as for individual stages and lessons. This results in a hierarchy of goals that guides the learning process and promotes a systematic and consistent acquisition of a new language. At any level, each goal can be detailed into learning objectives – a detailed description of what skills and abilities students need to acquire in order to use the language effectively as a new means of communication. Practical goals should be realistic and achievable in specific contexts.

- **educational** (general education) – involves using the studied language to improve students' general culture, broaden their horizons, and improve their communication skills and mental activity;

- **educational** - is associated with the development of all aspects of the student's personality, their worldview, thinking, memory, and system of moral and aesthetic views and character traits. Educational goals reflect the general humanistic orientation of education and are implemented both in the process of collective interaction between students and in the pedagogical communication between teachers and students.

The goals and their hierarchy, in turn, determine the content of education, which is the set of skills that a student must acquire during their non-native language learning period, including a pedagogically adapted system of linguistic, linguistic-cultural, and sociocultural knowledge, communicative-speech skills, and competencies.

Analysis and results

The system of interaction between the teacher and students, during which the tasks of teaching and general development of students are solved, is called the learning process in didactics. In teaching Russian as a non-native language, the main functions of the teacher are implemented during the lesson – the key organizational unit of the learning process – and in extracurricular activities [6]. At the same time, the teacher seeks optimal ways and means of combining individual and collective learning, activates students in their cognitive and practical activities in the target language, and provides them with a variety of training and creative tasks that require them to perform speech acts in conditions as close as possible to real communication: responsive, situational, reproductive, descriptive, compositional, and initiating exercises [7, 8].

Pedagogy justifies the use of a number of methods in teaching, including teaching Russian as a non-native language: teaching methods (demonstration, explanation, training organization, practice, correction, and evaluation) and learning methods (familiarization, comprehension, participation in training, practice, self-assessment, and self-control) [9].

The general didactic principles of teaching (visualisation, consciousness, accessibility, and feasibility), which were first formulated by Jan Komensky in the 16th century, are crucial for teaching a non-native language. For example, the principle of systematicity and consistency is applied to teaching a non-native language in the following system of recommendations: a) from simple to complex; b) from easy to difficult; c) from known to unknown; d) from close to distant. At the same time, special methodological principles, such as communicativity and functionality, the oral basis of teaching, reliance

on the students' native language, interconnected teaching of speech activities, and a number of others, have been substantiated and developed [10].

- the principle of communicative and functionality means that training should be organized in conditions that are as close to natural as possible, and therefore, educational, including problem-solving, situations, and collective forms of work are used in classes [11];

- the principle of concentric organization of the material involves its distribution into concentric cycles; each subsequent cycle involves expanding the material based on what has been learned and mastering new material (for example, when introducing the accusative case, it is advisable to learn the accusative case of an inanimate masculine object: to read a text that is identical in form to the nominative case; then move on to the accusative case of an inanimate feminine object: to read a book, and finally introduce the accusative case of an animate object: I see my sister, I know Anna).

- The principle of taking into account the native language indicates such an organization of the educational process (system of exercises; selection of material that prevents interference), in which the students' experience in their native language is taken into account [12]. It is important to remember that linguistic phenomena in the native and target languages may be completely, partially, or not at all similar. The phenomena that are partially similar pose the greatest educational challenge. In this case, explicit or implicit, hidden comparison is necessary, since the analysis of the perceived "non-native" speech is based on the categorical structure of the native language, just as the "new" language is constructed according to the model of the native language or an intermediate language [13].

- **The principle** of minimization limits the content and volume of the educational material in accordance with the goals, objectives, stage, and learning profile. The minimum of educational material is a functional system that adequately reflects the language system as a whole.

- The principle of complexity and differentiation is implemented in the parallel acquisition of phonetics, vocabulary, and grammar, as well as in the development of oral speech, reading, and writing from the very beginning of the learning process. This approach takes into account the specific features of each individual language or speech aspect [14].

The sciences from which the methodology of teaching Russian as a foreign language draws information about the peculiarities of language acquisition, the nature of the formation of knowledge, skills, and abilities, and the individual psychological characteristics of students, are psychology, pedagogical psychology, and in particular, the psychology of education, whose scientific and applied objectives are related to the study of the process of forming socially significant personality traits and the foundations of morality. The psychology of learning focuses on the study of the process of acquiring knowledge and developing skills and abilities [15].

Social psychology and its branches (psychology of nations, psychology of the family, and psychology of the collective) study mental phenomena that exist only in a group of people or in an individual within a group: psychological compatibility, communicative abilities related to the need for communication, the presence of a communication attitude, and the feeling of being in communication.

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It has been established that the uniqueness of the Japanese psyche is determined by Japan's historical isolation and overpopulation. The Japanese, who are concentrated in large urban agglomerations, have developed complex socio-psychological skills that have led to the emergence of a phenomenon known as the "spider web society." This is a society where all its members are tightly interconnected through a strict hierarchy of moral and social obligations, both vertically and horizontally. The ethnopsychological characteristics of the Japanese do not allow them to start a conversation first, or to rush into making decisions, which are discussed collectively and, as a rule, delayed. In learning, including languages, the Japanese value moral and aesthetic foundations, for example, preferring descriptions of nature and historical sites to narrative texts.

Southeast Asians are characterized by non-linear thinking (linear thinking is associated with "quick" decision-making) and a "circular" decision-making process after careful consideration.

Psychology provides valuable information about memory, which is an essential condition for language acquisition, psychological development, and personal growth. Memory has two opposing functions: memorization and recall, as well as forgetting. It has been observed that forgetting begins immediately after learning, and if the material is not reinforced with repetition, only 25% of the information remains in the memory after five days. Memory will be successful if the new material is included in the system of already meaningful connections, and if the person sets a goal to remember certain information (voluntary memory) and uses methods such as making a plan and grouping the material.

In learning a non-native language, it is important to develop and apply different types of memory. Depending on what is being memorized and how it is being memorized and reproduced, there are different types of memory: motor memory (memory for movements and actions), imagery memory (memory for visual and auditory images), verbal-logical memory (memory for thoughts), and emotional memory (memory for feelings). In training, it is necessary to constantly use types of memory according to their duration: instant (it acts at the moment of perception of information), short-term (information with a volume of 7 plus/minus 2 units is held for 30 seconds), operational (it can store information until the task is solved; it acts if there is an installation for memorization from several minutes to several days), long-term (characterized by a large volume, capable of preserving for many years, throughout a person's life, for example, not so much the exact sequence of words in a phrase as its meaning or meaningful interpretation), genetic (transmits experience from generation to generation).

Psychology provides the teacher of a non-native language with information about the individual and personal characteristics of students, which makes it possible to classify the latter as a communicative type (extroverts who easily engage in communication, tend to group activities, work in a team, enjoy participating in role-playing games, and can use linguistic guesswork and forecasting in language teaching) or a non-communicative type (introverts, those who are inclined to analyze language material, consciously memorize rules, are reluctant to communicate, including for fear of making mistakes, preferring reading, writing assignments, explanations rather than speech practice).

Age psychology and its rich range of sections – from child psychology to the psychology of old age (gerontopsychology), studying the age-related features of mental processes, knowledge acquisition, and age-related factors of personality development - help to determine the content, methods, and techniques of work in teaching a non-native language, taking into account the age of students. Her recommendations are used in the organization of language teaching for people of the so-called third age in Japan. Research conducted in this field suggests that human verbal functions progress most intensively,

reaching their highest levels after the age of 40-45. D. Peltz and F. Andrews have identified peaks of intellectual achievement at the age of 47 and above.

As for the process of verbal communication between an adult and a child in a non-native language, psychologists suggest the following sequence of including the child in verbal interaction: the stage of listening and getting used to, then understanding and spontaneous repetition, then the stage of repeating a word in a repeated situation (generalization of the word's usage), repeating after an adult's example in a question-and-answer format, independent repetition, words, phrases, their variation and combination, selection of the word's form, and independent construction of sentences. Thus, children develop communication skills through generalization, testing, and verification of the communication patterns they have identified. It has been established that children rarely make mistakes when naming colors, as this learning content is easily representable and comparable to their native language. They find it easier to answer alternative questions, come up with synonyms, antonyms, variations of words with diminutive or augmentative suffixes, etc.

A relatively new scientific discipline, from the point of view of increasing interest in it, is psycholinguistics. Its formation into an independent science in Russia is associated with the names of A.A. Leontiev, A.R. Luria, I.A. Zimnaya, and others. The views of Russian and foreign scientists are important for the methodology [Ch. Osgood, J. Miller] on the complex nature of the relationship between language and consciousness, speech and thinking. It is known that the brain is considered the organ of thought. The left hemisphere, the verbal hemisphere, is responsible for speech, its coherence, abstract, logical thinking, understanding of abstract vocabulary, and it controls the right hand. This verbal hemisphere is always dominant. It "provides" the personality's energy, enthusiasm, and optimism. The right hemisphere is associated with visual-imaginary thinking and the object-based meaning of words. This non-verbal hemisphere is responsible for spatial perception and controls gestures. It is a source of intuition that allows us to distinguish between people's voices, the gender of the speakers, melodies, rhythms, and word and sentence accents. "It is pessimistic." These factors play a role in determining the learner's personality type and influence the effectiveness of the non-native language acquisition process. In addition to the introverted and extraverted types discussed above, there are also deductive (from general to specific) and inductive (from specific to general) types, as well as inert (characterized by a conscious approach to learning, voluntary attention, and analysis of material) and labile (corresponding to an intuitive and sensory way of thinking, unconsciousness, and the use of involuntary attention and holistic perception of material). Psycholinguistic data thus allows us to scientifically address the issue of cognitive styles in learning a non-native language.

Conclusion

Being a private didactics, the methodology of teaching Russian as a non-native language relies in its development on the basic science of pedagogy, which studies the patterns of personality formation in the process of education. The provisions of pedagogy serve as the starting point for solving the most important issues of building a system of teaching a non-native language: the issue of the goals of teaching, the content and process of teaching, methods, and organizational forms of teaching. In turn, through the methodology of teaching Russian as a non-native language, the general theoretical provisions of didactics are concretized and implemented in practice.

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