

Some Features of Teaching Russian in National Groups

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ABSTRACT

The article pays special attention to the teaching of the lexical aspect, in particular dialogical and monological speech. In language teaching, it is necessary to take into account the complexity of the lexical system as a whole and words as a component of this system. The necessity of taking into account the nature of inter language relations is also revealed, which will allow to remove the difficulties of mastering the phenomena of the Russian language, to anticipate the specifics of the difficulties that arise and predict errors in speech, and will also allow to adequately implement speech skills taking into account professional communication goals.

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Teaching Russian at a national university is a complex process of teaching the main types and forms of speech activity. It assumes the coverage of all aspects of the language (phonetic, grammatical, lexical, stylistic) in a single process, but the lexical aspect, in particular, dialogic and monological speech, should occupy a particularly important place among others. We know that monologue speech and dialogue are the main forms of communication [1-12]. One should clarify which varieties of monological utterances should be taught at different stages and what is the psycholinguistic characteristic of monological messages that determine the process of their production. This is required by the practical goals and the communicative orientation of teaching Russian at all stages of learning. In language teaching, it is necessary to take into account the complexity of the lexical system as a whole and words as a component of this system.

The amount of lexical material to be mastered in one or another specialty is determined by the goals of teaching Russian at this faculty, the requirements presented to students in their future work in the specialty. At the same time, the selection of lexical material in the specialty remains especially relevant, the creation of a lexical minimum that allows to establish with greater accuracy the range of vocabulary that is necessary for this profile, to characterize its quantitative and qualitative sides. Such a minimum, in your opinion, will form a scientifically sound basis for the formation of skills in all types of speech activity, as well as for the creation of programs and textbooks in the Russian language, taking into account the future specialty of students [13-25].

Teaching Russian as a foreign language at a university is about improving communication skills, expanding the general outlook, culture, and deepening professional interests. The task of the teacher is to determine the directions and principles of independent work and, no less important, the forms in which control over it is carried out. The forms of independent work in the Russian language and the forms of control over it are determined by the tasks that we set for it.

The discipline of the Russian language is a subject that opens up the possibilities of their humanitarian knowledge for students of an economic university. Students' speech needs are studied by the questionnaire method.

Purposeful organization and systematization of lexical material is also essential. One of the principles of vocabulary organization is situational-thematic, which we are guided by when planning and conducting our

practical classes. The thematic and situational conditionality of teaching foreign language speech activity is now related by methodologists- supporters of the communicative approach - to the basic laws of teaching Russian as a non-native. Topics and situations largely determine both the selection and organization of communicative material and the nature of its presentation. The use of interactive methods and pedagogical technologies in practical classes gives a positive result in Russian language classes.

To include elements of competition in the role-playing game and to cover more students with the game, it is possible to identify two groups of participants in the preparation process in accordance with their level of language training. In weak groups, it is enough to use the vocabulary of preparatory tasks and information from textbook texts to compose a dialogue in the form of detailed replicas, and in stronger groups, additional information from periodicals, radio, and television programs should be involved to perform the same types of work [26-34].

The linguodidactic basis of this technique is based on the principles of consistency, functional-semantic approach, communicative orientation. The methodology of national-language orientation of teaching a non-native language allows taking into account the internal language system and knowledge of the native language, which influence the perception and assimilation of Russian as a second language. It is taking into account the national - linguistic specifics of perception and assimilation of a foreign language that contributes to the selection, organization, presentation and consolidation of educational material in the formation and development of students' speech skills.

The formation of a foreign language system inevitably takes place under the influence of the previously established system of the native language. At the same time, interference has various forms of manifestation. Hidden interference may occur, it manifests itself in the fact that students avoid using their speech phenomena of the studied language that have no analogy in their native language. Students experience great difficulties in mastering phenomena of any level of a non-native language in the absence of these phenomena in their native language. Interference creates specific difficulties of assimilation of the relevant material.

It should be remembered that taking into account the nature of interlanguage relations will allow you to remove the difficulties of mastering the phenomena of the Russian language, anticipate the specifics of the difficulties encountered and predict errors in speech, and will also allow you to adequately implement speech skills taking into account professional communication goals. For elementary communication skills, it is necessary to select speech actions related to the etiquette of professional communication with colleagues, as well as in everyday life. And, of course, the use of the latest pedagogical technologies aimed at mastering grammatical and lexical material, both a systemic phenomenon of the Russian language and its implementation into speech.

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