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THE PROBLEM OF INTENSIFICATION OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN THE MODERN LINGUODIDACTIC PARADIGM

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ABSTRACT

Dynamically changing reality, the processes of globalization and informatization of all spheres of society, including the field of higher education in modern Uzbekistan, require the development and implementation of innovative methods and teaching aids. First of all, this concerns the problem of optimizing and rationalizing the process of teaching student's foreign languages, including Russian. The purpose of the article is to study and systematize the existing solutions to the problem of intensifying teaching Russian as a foreign language in the modern linguodidactic paradigm. The analyzed sources are divided into three categories: 1) studies that implement a didactic approach to the intensification of learning; 2) research that implements a psychophysical approach to the intensification of learning; 3) research that implements the cybernetic approach to the intensification of learning.

KEYWORDS

RFL teaching intensification, learning optimization, traditional RFL teaching methods, innovative RFL teaching methods, student self-education, psychological intensification of language learning, "suggestopedia" (a method a method of teaching).

INTRODUCTION

Modern linguodidactics faces acute issues of accelerating and further optimizing the process of

teaching foreign languages to students of various contingents. This is due to many external factors, first

of all, with the acceleration of the processes of informatization and globalization taking place in the world. Equally important are the integration processes that take place in New Uzbekistan in all areas of the cultural, economic, social and political life of the society.

The COVID-19 pandemic had a significant impact on educational processes, requiring prompt decisions from the pedagogical community of Uzbekistan to change the forms and methods of organizing the educational process. In particular, in an extremely short time, experience was gained in working with electronic educational platforms such as Hemis, Moodle and Kundalik, as well as experience in using the Telegram messenger program for educational purposes. The app Zoom also played a significant role in these processes. All this required teachers involved in teaching foreign languages, including Russian, to search for the most compact forms of presenting educational material.

Finally, an extremely important factor today is the process of optimizing the study time allotted for the study of Russian as a foreign language in non-linguistic universities. As part of this optimization, in particular, there is a reduction in classroom hours down to the minimum, including changes in the schedule of the educational process: most undergraduate curricula provide for the study of the Russian language for only one semester.

Moreover, the need to study foreign languages, including Russian, not only does not decrease, but, on the contrary, increases with the strengthening of international cooperation and the intensification of international relations at all levels, as well as with the increase in the degree of demand for specialists trained in universities of Uzbekistan abroad. The combination of these factors gives rise to a public demand for the

intensification of teaching RKN and RFL, bringing to life the search for new and further improvement of traditional teaching methods and techniques.

METHODS OF RESEARCH

In this study, various data collection methods were used. First of all, these are reports on the educational work of the departments of the Russian language in a number of universities in Uzbekistan (NUUz, UzSWLU, BukhsU, NamSU) for the 2020-2021 and 2021-2022 academic years. We considered the reports from the point of view of the presence in them of information about the search for ways to intensify teaching Russian as a foreign language to students of groups with the Uzbek language of instruction.

We also conducted a survey of teachers of the Russian language of these departments. During the survey, a question was asked about which of the three approaches to intensifying learning - didactic, psychophysical, cybernetic - is predominantly practiced by them in the real educational process. Out of 44 teachers, who were interviewed, 18 of them indicated a didactic approach, 7 people indicated a psychophysical approach, and other 19 pedagogues indicated a cybernetic approach.

Finally, the study found its application:

- theoretical analysis of linguistic, methodological and psychological-pedagogical literature on the problem of intensification of teaching Russian as a foreign language;
- research of scientific papers containing a description of didactic, psychophysical, cybernetic approaches to the intensification of teaching Russian as a foreign language

- a method of systematic description of an integral corpus of scientific works as an implementation of an established scientific paradigm.

DISCUSSION AND RESULT

The concept of intensification of learning for pedagogy in general is not something completely new. In the broadest sense, “learning intensification is understood as an increase in the productivity of the educational work of the teacher and the student in every unit of time” [1] In the reference book by V.S. Bezrukova proposed the following definition of learning intensification: “Intensification is the rationalization of the structure of the education system and the functions of the subjects of the system; introduction of new, more effective educational technologies; transition to a multi-level education that ensures the satisfaction of a variety of educational needs; changing the principles of education and the implementation of the humanization, regionalization and democratization of education as principles that stimulate the development of the system” [4]. As we can see, in a broad sense, the intensification of learning is understood as a certain change in the entire educational system as a whole. In light of this, it can be said that the reforms of the education system taking place in Uzbekistan are aimed, ultimately, not only at optimizing, but also at intensifying educational processes. To a certain extent, this also applies to the action program laid down in such important documents as the “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030” [1] and the “Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” [8]. These documents have been developed with a very specific goal of improving the quality of education, training competitive personnel and effective organization of

scientific and innovative activities. Obviously, the intensification of teaching Russian as a foreign language organically fits into this paradigm.

According to A.F. Panteleeva, “the intensification of teaching Russian as a foreign language implies that the most effective methods of teaching even the most difficult topics of the course of Russian as a foreign language will be used in the classroom” [11]. Thus, the author proposes to act selectively, using the means of intensifying learning in relation to only the most difficult topics. Of course, this point of view deserves both attention and support. However, it seems to us that in the conditions of a severe limitation of study time allotted for the study of Russian as a foreign language in non-linguistic universities in Uzbekistan, all the topics studied are subject to intensification. This is also supported by the fact of a significant increase in the amount of study time devoted to self-education of students. It should be noted that the degree of effectiveness of students' self-education is directly dependent on the forms and methods of organizing students' independent learning activities chosen by the teacher, the purpose of which is to inculcate the skills of independent search, systematization and presentation of information.

In addition, the need for intensification of teaching foreign languages, including Russian as a foreign language, is directly determined by the current need for the personal growth of students. E.V. Rybakova writes: “In pedagogy, intensification is defined as a process aimed at improving the teaching of a foreign language, i.e. on the selection and organization of material, the development of effective methods of methods and techniques of mastery, the development of communication skills, the activation of personality reserves and interpersonal relationships” [14]. It is no coincidence that the origins of most methods and

techniques for intensifying language learning are found in works on psychology. Among them, it is necessary to indicate, first of all, the works of A.A. Leontiev. In particular, the author theoretically

substantiates six ways of psychological intensification of teaching foreign languages (at the level of personality) [9].

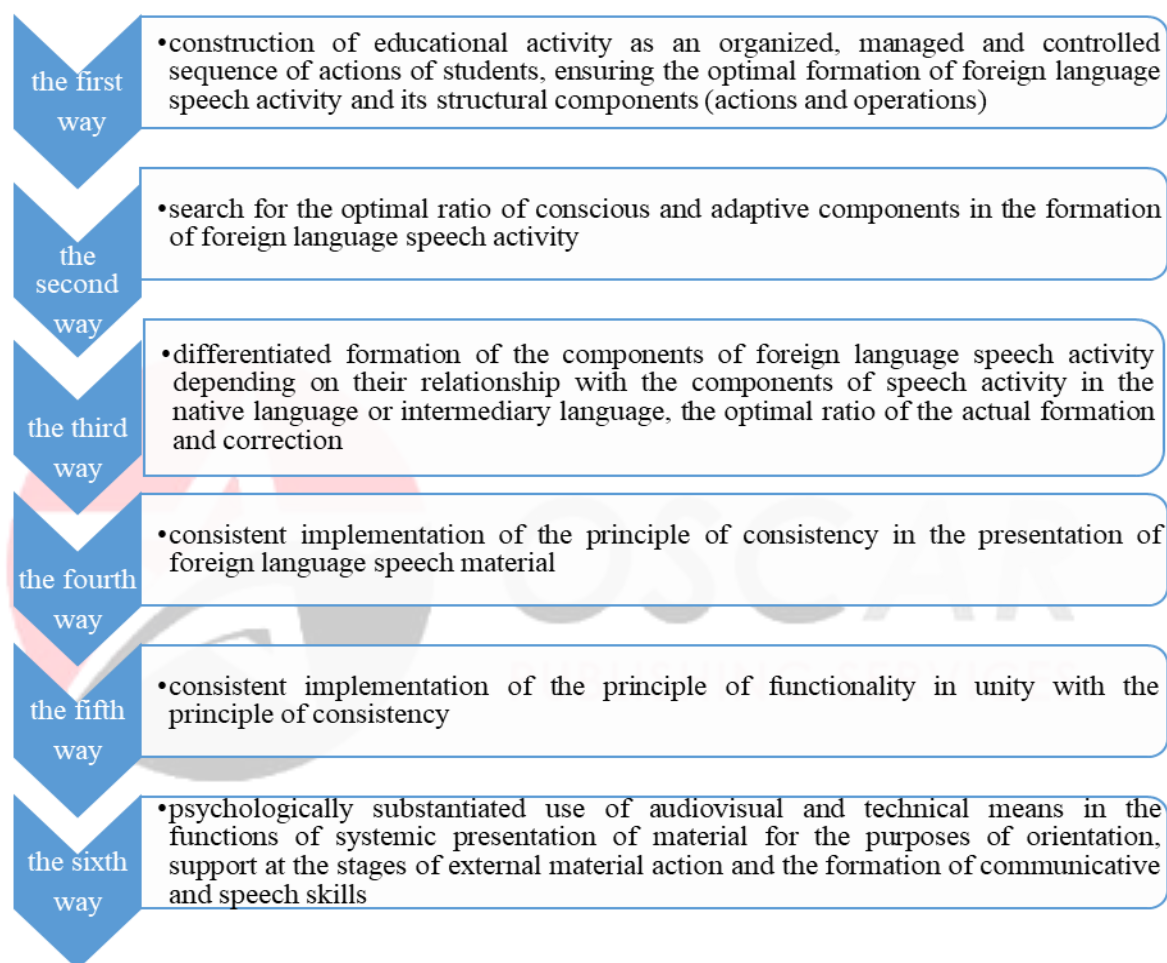


Figure 1. Table 1. Ways of psychological intensification of teaching foreign languages (according to the concept of A.A. Leontiev)

As it can be seen, A.A. Leontiev proposed the psycholinguistic foundations of modern linguodidactics. All of the listed "paths" are interconnected in relation to the conjunction, i.e. cannot and should not be considered as alternative, but rather, are called upon to complement each other.

Nevertheless, the theses of Leontiev about the search for the optimal ratio of conscious and adaptive components in the formation of foreign language speech activity (the second "way") and the need to consistently implement the principle of consistency in the presentation of foreign language speech material

(the fourth "way"). For example, the second "way" finds its implementation in the draft National Curriculum for General Secondary Education in Russian as a Foreign Language in Uzbek-teaching schools, which actually provides for a combination of a conscious approach and elements of direct methods of teaching foreign languages aimed at automating speech skills [13]. The principle of systematic organization of the studied language material underlies the credit-modular technology, which, as you know, is now becoming a priority for implementation in the higher education system of the Republic of Uzbekistan.

It is also extremely important for us that both of these theses are equally relevant for the implementation of the support technology. Support technology, on the one hand, combines reliance on symbolic visual clarity

(unconscious memorization) and conscious reliance on text. On the other hand, the principle of systematic presentation of linguistic material is of significant importance for her.

It should also be emphasized that in modern linguodidactics, quite a lot of research works are devoted to the problem of intensifying teaching foreign languages - dissertations, scientific articles, and theses of scientific conferences.

In our opinion, the entire set of these sources can be divided into three groups. The classification proposed by us is based on the point of view of V.V. Petrusinsky, who developed three approaches to solving the problem of intensification: didactic, psychophysical and cybernetic.

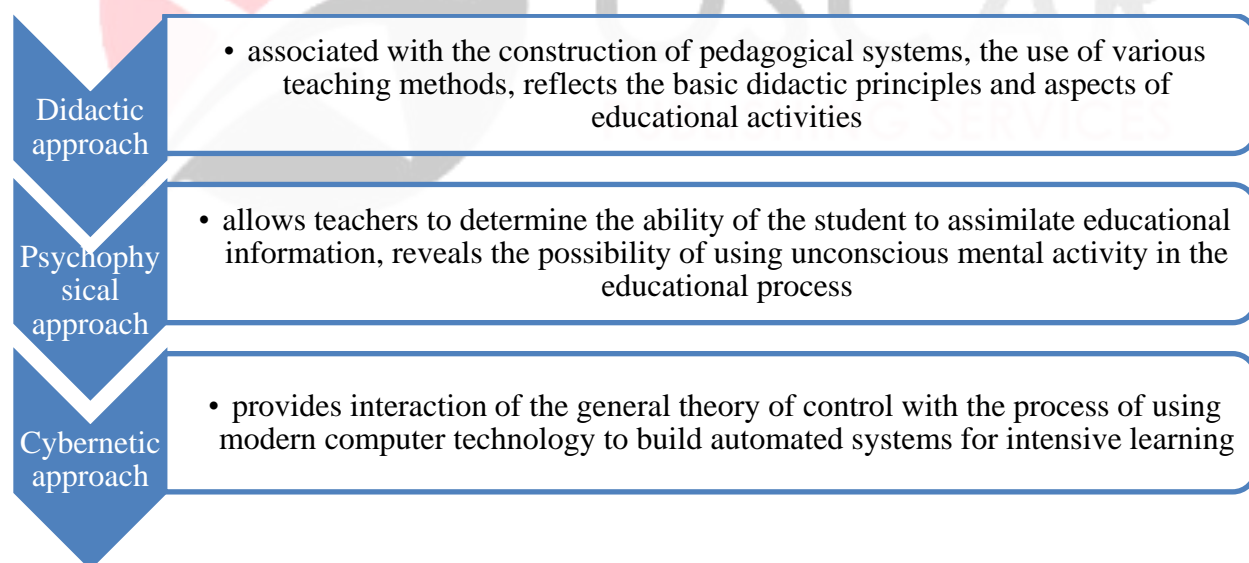


Figure 2: Approaches to solving the problem of intensification of learning (according to the concept of V.V. Petrusinsky)

Based on this, we will present the sources we have discovered on the problem of intensifying the teaching

of foreign languages, including Russian, into three categories:

1) studies that implement a didactic approach to the intensification of learning; 2) research that implements a psychophysical approach to the intensification of learning;

3) research that implements a cybernetic approach to the intensification of learning.

A didactic approach to the intensification of learning is implemented in an article by M.A. Golovaneva, dedicated to the description of the experience of intensifying the process of teaching Russian as a foreign language to Turkmen students at the level of higher education. The author writes: “Working with aliens involves the implementation of a cognitive scheme that includes key cognitive learning strategies: repetition, detailing (implying actions: taking notes, selecting examples, comparing, establishing interdisciplinary relationships, etc.), organization (drawing up tables, diagrams, writing a summary, plans, reference schemes, etc.). The implementation of these procedures is not subject to leveling during the intensification of educational work. On the contrary, intensification introduces more order into these operations, intensification makes it possible to implement a methodological policy of skill formation” (Golovaneva, 2019). This experience is of interest to us from the point of view that it reliably indicates the possibility of intensifying the teaching of Russian as a foreign language not through the introduction of any new techniques and methods, but through the modernization of traditional forms of work.

Another example of the implementation of a didactic approach to the intensification of teaching Russian as a foreign language is the dissertation of A.O. Zvezdina. In this article, as a way of intensifying the teaching of the Russian language to foreign students-non-philologists, the process of interconnected teaching of communication in the socio-cultural and educational

spheres is considered. The following is recognized as a key factor in the intensification of teaching Russian as a foreign language in this work: “The intensification of teaching the Russian language to foreign students of the 1st year of engineering and technical specialties is facilitated by the implementation of the principles of taking into account the areas of communication that are relevant for students of an engineering and technical profile; reliance on common themes of the socio-cultural and educational spheres of communication and on the language material common to these areas” (Zvezdina, 2016). It is quite obvious that, in fact, the leading role in this work is given to the motivation of students, which brings this work closer to a number of other studies of the factors and means of intensifying the teaching of Russian as a foreign language.

Research implementing a psychophysical approach to learning intensification

An example of a study that implements a psychophysical approach to the intensification of learning is an article by Belarusian researchers O.V. Sokerkina and L.N. Pyshnyak, which notes: “The formation of skills and abilities and an appeal to the motivational and orienting side of knowledge is a direct and immediate way to intensify the entire process of teaching foreign languages” (Sokerkina, 2012). Thus, the author considers motivation as a key internal factor in the intensification of teaching foreign languages. Conditions for solving the problem of formation of motivation O.V. Sokerkina considers the individualization of learning, as well as the informativeness and applied significance of the studied language material.

In the dissertation research E.V. Kovalchuk, devoted to the study of the possibilities of the suggestopedic system for intensifying the process of teaching Russian

as a foreign language at the pre-university stage of education, a suggestopedic model of the introductory phonetic course of Russian as a foreign language has been developed. Based on the positive results of the implementation of this model, the author claims that "a program based on the flexible and expedient inclusion of suggestopedic methods of work and the principles of preparing educational materials in the educational process at the considered stage of training allows students to accelerate the acquisition of communicative competence" (Kovalchuk, 2006,). Without denying the effectiveness of suggestopedic methods, we, nevertheless, cannot but point out the difficulty of their implementation in the educational conditions of a state university or secondary school. The fact is that suggestopedia inevitably turns to the psychology of the subconscious, which in itself implies the presence of some ethical barriers.

Research Implementing a Cybernetic Approach to Learning Intensification

An example of a study in general pedagogy devoted to the study of the essential characteristics of the cybernetic approach to the intensification of learning is the article by S.V. Bezborodova and L.M. Kotlyar. The authors note the following: "The cybernetic approach to the problem of intensification of learning makes it possible to generalize the experience of automating individual elements of the educational process using such powerful tools as modeling, feedback, formalization and fixation on a physical carrier of signals of educational information and control of the psychophysiological state" (Bezborodova, 2007, p. 353). In addition, the authors consider three classes of technical teaching aids: passive, active, interactive (Figure. 3)

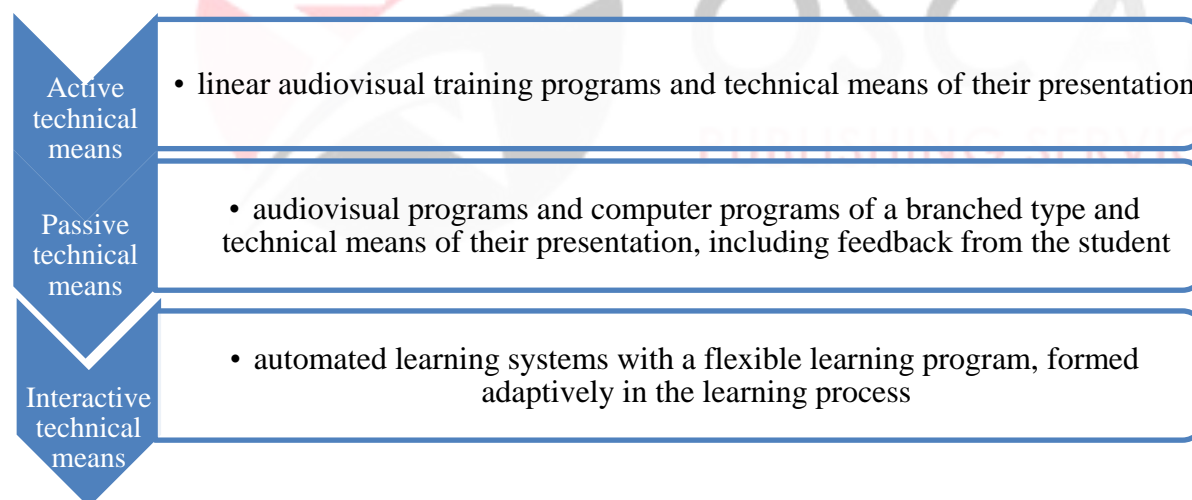


Figure 3. Classes of technical means for implementing the cybernetic approach to the intensification of learning (according to the concept of S.V. Bezborodova)

As you can see, there is a fairly extensive list of technical training aids. It is important to emphasize that specific technical means are constantly being

upgraded, but at the same time they generally remain within the specified classification.

In the article by T.V. Lishnevskaya considers the possibility of using Internet resources as a means of intensifying RSL learning at advanced stages, namely in the field of scientific style of speech: computerization of society and the growing influence of informatization on the education system as a whole dictate the need for the use of Internet technologies in the educational process in the field of NDS" (Lishnevskaya, 2012, p. 358). We agree with this author in the sense that the use of Internet resources is advisable mainly at advanced stages, while in real practice of Russian as a foreign language in non-linguistic universities in Uzbekistan, access to these tools is usually ineffective. The reason for this is the low level of preparation of students in the Russian language at the previous stages of education (in a secondary school, college, lyceum). However, the current level of development of Internet technologies is so high that ignoring this fact is contrary to common sense.

CONCLUSION

The linguodidactic paradigm of studying the problem of intensifying the teaching of foreign languages is by no means limited to the above. At the same time, the above allows us to conclude that there are three different vectors for the development of scientific thought on the intensification of teaching Russian as a foreign language - didactic, psychophysical, cybernetic. At the same time, studies developing a didactic approach are mainly of a purely theoretical nature and gravitate toward general pedagogy. According to our observations, the studies developing the psychophysical approach make up the absolute majority. Their peculiarity lies in their attraction to the psycholinguistic foundations of modern linguodidactics. Finally, the research that develops the cybernetic approach is directly related to the development of information technologies, while the

dynamics of the development of the latter is not fully extrapolated to them.

Summarizing, we can say that with all the variety of studies on the intensification of teaching foreign languages, including Russian as a foreign language, they represent an integral body of scientific works, i.e. well-established scientific paradigm.

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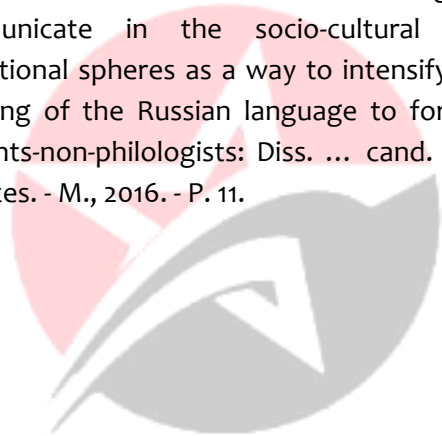
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