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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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**THE IMPORTANCE OF TEACHING RUSSIAN IN THE HIGHER  
EDUCATION SYSTEM.**

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*Abstract: This article provides information on the role and status of the Russian language in the field of higher education of the Republic of Uzbekistan, monitoring interest in learning the Russian language is one of the main activities to support and promote the Russian language. The relevance of the article is due to the insufficient number of modern studies on the position of the Russian language in higher education.*

*Keywords: object of study, professional communication, communicative competence, preparation for intercultural dialogue, rhetoric, innovative technologies, interactive methods, pedagogical communication, humanization of the language learning process, student-centered approach, syntactic constructions and grammar of the language.*

*Аннотация: в данной статье представлена информация о роли и статусе русского языка в сфере высшего и среднего образования Республики Узбекистан, мониторинг интереса к изучению русского языка является одним из основных направлений деятельности по поддержке и продвижению русского языка. Актуальность статьи обусловлена недостаточным количеством современных исследований, посвященных положению русского языка в академическом образовательном пространстве.*

*Ключевые слова и фразы: объект изучения, профессиональная коммуникация, коммуникативная компетенция, подготовка к межкультурному диалогу, риторика, инновационные технологии, интерактивные методы, педагогическое общение, гуманизация процесса обучения языку, личностно ориентированный подход синтаксические конструкции и грамматика языка.*

In the last two decades, close attention has been paid to the issues of teaching foreign languages in Uzbekistan. This is evidenced by the adoption of the National Training Program and a number of subsequent documents, the resolution "On measures to further improve the system of learning foreign languages", which created favorable conditions for the development of methods of teaching languages.

At the present stage of development of society, the main task of methodological science is to educate a person who strives for the maximum realization of his abilities, open to the perception of new experience, capable of making a conscious and responsible choice in various life situations. To educate such a personality, students need to be taught communicative competence, consisting of speech, linguistic and sociolinguistic competence. Brought up in such conditions, the learner must eventually reach the level

defined as the level of "linguistic personality".

Learning a foreign language, including Russian as a foreign language, is a long and laborious process, the purpose of which is to acquire communication skills. At the same time, general linguistic competence is inextricably linked with the formation of sociocultural competence based on students' knowledge of the national and cultural characteristics of the social and speech behavior of native speakers, including customs, etiquette, social stereotypes, history and culture, as well as the development of the ability to use the acquired knowledge in the process of communication.

The features of the formation of such competence lie in the specific focus of language classes, which are held in the context of a dialogue of cultures, taking into account differences in the sociocultural perception of the world, and thus contribute to the achievement of intercultural understanding between people and the formation of a "secondary linguistic personality". [1]

As a result of the transformations taking place in the republic, the process of teaching the Russian language today can develop taking into account the needs of people and acquire a more tangible practical and communicative orientation. Preparing a person to communicate in the target language today is equivalent to preparing for intercultural dialogue. Accordingly, the practice of teaching the Russian language should promptly respond to this circumstance and develop ways to optimally solve emerging problems.

It is also necessary to take into account that knowledge of foreign languages is very significant in the field of personal and professional communication of a person, which allows him to be one step ahead of others. At present, promising areas for the development of methods for teaching Russian and foreign languages are the introduction of the principle of communicative orientation, innovative technologies, and a personality-oriented approach. Of particular note is the importance of the humanization of the educational process and the democratization of the relationship between the subjects of this process. In the modern world, one cannot underestimate the growing influence of information technology on everyday life and work environment, where knowledge of foreign languages is simply necessary for full-fledged and competent work. [2]

The most significant achievement of methodological science can be called the development of technologies for determining the level of formation of communicative competence. Standards and curricula are currently being pilot-tested, having in their structure specific levels of the compulsory education system.

This approach to business makes it possible to determine the amount of knowledge, skills and abilities of students by levels of education, makes it possible to describe the levels of communicative competence on the basis of specific and measurable results.

Innovations in the field of teaching the Russian language are associated with changes not only in the goals, content, methods and technologies, forms of organization and management system, but also in the styles of pedagogical activity and the organization of the educational and cognitive process. Therefore, the determination of the optimal ways of introducing innovative technologies into the learning process, the targeted

introduction of promising ideas and developments, is one of the urgent problems of modern methodology.

Taking into account the above provisions in the organization of the process of teaching the Russian language is due to both the needs of people and the social order of society. The success of solving these issues can lead to the optimization of the learning process and increase its effectiveness. [3]

Knowledge of the Russian language is becoming a vital necessity for many reasons. We list some of them:

- The national factor (the culture of the native country, the society where the person lives and is brought up, the native language, etc.) has a great influence on the development of one's horizons. Knowledge of foreign languages in addition to the native language allows you to expand your horizons, contributing to a more harmonious development of the individual. A person develops a holistic image of the world, he begins to feel like a full-fledged member of the world community.

- knowledge of the Russian language contributes to the development of thinking. This is facilitated by the fact that when learning a foreign language, a person has to operate with a different system of signs. Syntactic constructions and grammar develop the ability to analyze and synthesize, memorizing lexical units - working memory, learning not only individual words, but also the context as a whole - linguistic guessing, quick wit and attention.

- The Russian language contributes to the development of communication skills, as well as the elimination of psychological barriers. Through language learning (through dialogues, skits, monologues), the student becomes more sociable, and therefore more successful in the future.[4]

As practice shows, in the most advantageous position in the labor market are those specialists who, in addition to knowledge of the main profession, speak one or more foreign languages: in order to keep abreast of the latest developments from the world of science and technology, you must be able to read articles in the original language.

Teaching foreign languages entails strategic goals of education that are closely linked to the problems of the development of society, including:

- overcoming the socio-economic and spiritual crisis, ensuring a high quality of life for the people and national security;

- restoration of the country's status in the world society as an authoritative one in the field of education, culture, science, high technologies and economy;

- creation of the basis for sustainable socio-economic and spiritual development of the country.

Knowledge of a common language is often not enough for free orientation in business and professional information, for effective communication with foreign experts in the field of economics and finance. In the context of the globalization of the economy, a foreign language, especially Russian, is becoming an important information product, it helps to objectively assess the situation in the world economy, develop a strategy to

improve the efficiency of the economy for your enterprise.

Methodological science is currently being improved in line with the changes that are taking place in all spheres of society. Accordingly, the process of teaching the Russian language is developing as a social order of society, because it is interested in the formation of a harmoniously developed generation that is fluent not only in their native languages, but also in other languages. [5]

When learning a second language, it is necessary to theoretically analyze the language material, compare the speech sounds of the target language with the sound system of the native language, familiarize yourself with the rules of orthoepy, and only then proceed to communicative exercises. [6]

In conclusion, the following conclusions can be drawn:

- when teaching any language, it is necessary to fruitfully use the knowledge and skills of the student acquired in their native language, directing them for a strong assimilation of secondary skills and abilities;
- comparison of similar and dissimilar sounds will help to quickly master the peculiarities of pronouncing some sounds of the language being studied and will allow centralizing one's knowledge precisely for acquiring new skills;
- familiarization with the articulatory features of specific sounds, as well as pronouncing them in different positions, will help prevent phonetic interference of the native language;
- theoretical comparative analyzes of this nature lead to the elimination of Scientological errors and to an increase in literacy.

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