

# Integration of Traditional and Innovative Approaches in Teaching Russian Language in Foreign Language Groups of Universities.

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**Abstract:** The article is devoted to the problem of teaching the Russian language, through the integration of traditional and innovative approaches, which reveals the essence of the organizational and managerial elements of the educational process, as well as the linguistic and phonetic aspects of teaching oral and written communication. and Russian as a non-native language by means of immersion.

**Keywords:** Integration, Traditional Methods, Innovative Approaches, Organization, Immersion, Technology.

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## 1. Introduction

In the global academic environment, the need for a wider dissemination of the achievements of civilization and information resources of mankind, expanding opportunities for use, is of particular importance. calling professional competencies.

In this regard, it is important to raise the quality of education in the country's universities to a new level of development and improve educational conditions for transforming the knowledge of future specialists using innovative teaching technologies. In our case, we considered such innovative technologies as immersive.

With the help of immersive technologies, i.e. "imprinting" (English imprint – to imprint) the received information has a beneficial effect on language acquisition. For example, when teaching the Russian language, it is not enough to teach students the infinitive of a verb; it is necessary to show them all forms of degrees of comparison. When teaching vocabulary, typical contexts and valences of words are taken into account. Therefore, by using immersive educational programs, the teacher creates the opportunity to implement the student's cognitive and creative activity; modern educational technologies are used in the educational process ogies that make it possible to improve the quality of education, use study time more effectively and reduce the share of reproductive activity of students by reducing the time allotted for homework ours tasks.

We have established that the problem of teaching the Russian language includes the integration of traditional and innovative approaches, organizational and managerial elements of the educational process, linguistic and phonetic aspects of teaching oral and written language effective communication in Russian as a non-native language.

## Knowledge of the Problem

Analysis of sources indicates that the problem of training Russian language specialists is attracting more and more attention of scientists. This is confirmed by the works of I.V. Gogolevoy, E.G. Gorbacheva, V.P. Kargapolova, JIM. Kulikova, L.I. Lubysheva, V.T. Chichikina and others.

The study by T.M. Balykhina "Methodology of teaching Russian as a non-native (new) language" highlights the problems of analysis and characteristics of the linguodidactic foundations of teaching the Russian language as if it were not native.

However, as the analysis of psychological and pedagogical literature on the problem under study shows, namely, the issues of integration of traditional and innovative approaches in teaching Russian as a non-native language in the process of education in higher education educational institutions are insufficiently covered, especially the aspect of a systematic approach to it as a holistic pedagogical phenomenon.

The study of general problems of studying Russian as a non-native language is of great scientific and practical importance. E.M. Vereshchagin was the first to describe this phenomenon from various points of view.

According to Sh. Alimova, "when studying Russian as a non-native language, optimal methods and means of individual and group correlation in learning activate students in their cognitive and practical activities in the

language being studied, provides for them to carry out a variety of training and creative tasks that set students the task of performing speech acts in situations as close as possible to real communication: reaction practice, situational practice, reproduction practice, descriptive practice, initiative practice.”

## **2. Methods And Results**

The sociolinguistic characteristics of studying the Russian language are based on the following postulates: integration between representatives of the linguistic community; collective, when a certain number of members of a linguistic community belonging to a certain social group (family, professional team, school, etc.) use different languages to communicate on language; and collective, when this phenomenon applies to the entire linguistic community;

the practical implementation of this competence is the ability to alternate between two languages.

Polylingualism and multilingualism mean the conversational and communicative ability of a native speaker to use more than one language system in communication. “Bilingualism can be understood in a narrow and broad sense. Bilingualism in the narrow sense is understood as more or less fluent command of two languages - native and non-native. In a broader sense, bilingualism refers to relative proficiency in a second language and the ability to use it in certain areas of communication. From this point of view, the minimum level of proficiency in a second language can be considered as a level sufficient for the implementation of speech acts in the process of implementing a certain linguistic function. If the level of language proficiency is below this level, then there is no sufficient reason to consider the person bilingual. Establishing the level of Russian language proficiency for bilinguals is the basis for determining the content, methods and techniques of teaching.”

Motivation to communicate is the main incentive for mastering a language, and under favorable conditions it is acquired as a “second native language.” In some cases, learning the Russian language is an end in itself, in others, a new foreign language is necessary for the socialization of an individual. Synthetic bilingualism arises from a combination of natural and artificial conditions.

The social conditions under which individuals and certain social groups feel the need to learn a foreign language were studied by E. Haugen and language pressure has a coercive and motivating force.

Studying Russian as a non-native language can be characterized from several points of view. The spoken word is always addressed to the speaker, even if the speaker himself is a speaker. Subjects of learning can perceive audio and video resources read or heard and comprehend them through perception, convey their content in their native language.

The study of Russian as a foreign language, on the basis of digitalization of the educational process in higher educational institutions, is carried out from the point of view of the requirements of the market economy and the needs of employers, the development of the spirit the general and personal sphere of teaching staff, the quality of education is radically improved.

Here there is a statement of such facts as significant changes have been taking place in the country’s universities in recent years, namely:

introduction of dual education, transition to a new economic model;

introduction of new educational technologies in the context of computerization of the educational environment;

clarification of the priorities for the development of domestic universities within the framework of the national educational initiative;

enrichment and equipment of the material and technical base, didactic and software support of the educational space of classical and extra-state higher education calling institutions.

Innovative pedagogical technologies are interconnected, interdependent and constitute a certain didactic system aimed at educating such values as openness, honesty, kindness, experience, mutual assistance and providing the educational needs of each student in accordance with his individual characteristics.

In this case, the language development of students goes through a number of stages: the vocabulary becomes richer, the studied area contributes to the mastery of terminology, the student develops proficiency in speech and acquires various types of paraphrases, descriptions and expressions.

Creating problematic situations in educational activities with the help of immersion and organizing active independent activities of students to resolve them gives the opportunity for creative mastery of knowledge, skills, skills kami.

With the possession of the immune technology, the teacher has the language of the teacher, it is necessary to use individual tweeters to the same, to the same, to the same way to put it to the proofs. abstract. This technique helps to broaden one's horizons and increase cognitive activity.

When studying Russian as a non-native language, the use of a wide range of pedagogical technologies makes it possible for the teaching staff to productively use training time and achieve to achieve high student learning results.

The goal of immersive technologies is reproductive activity, which becomes leading, since it determines the emergence of basic psychological new formations, defined contributes to the general mental development of students and the formation of their personality as a whole. The content of these technologies in educational activities includes the unity of meaningful abstraction and generalization of theoretical concepts.

“Studying the issue of teaching Russian as a foreign language from the point of view of traditional educational approaches, following L.V. Shcherba” it is customary to identify three goals of teaching Russian as a foreign language and as a non-native language.

Based on this, we can summarize that teaching the Russian language implies a certain level of proficiency in this area, where knowledge, skills and abilities in using educational activities Lines, in accordance with communicative intentions and communicative context, act as an interdisciplinary phenomenon, the area of use of which is intellectual ability and personal activity learner.

“encodes and decodes thoughts expressed in the native language, and communicative and speech skills in a foreign language turn out to be indirectly related to thinking.” Therefore, in our opinion, this is manifested in students’ discursive skills.

As a result of longitudinal studies by V. Penfield, data was obtained that there are two ways of language acquisition: acquisition under the influence of the environment and rational acquisition.

According to L.S. Vygotsky “two “speech mechanisms” - native and non-native languages - “do not collide with each other mechanically and do not obey the associative laws of mutual inhibition; on the contrary, they observe I have a positive correlation between these types of speech abilities.”

In the way, “the following, the following is a person in the pose of the form of a form of getting an over -the -pt -member of the With a bilingual, the type of clinging is inocked in an inopalized language, which is in a way of being able to have the same and the rest of the time of the time A focusing from one language to anothe

“As F. Zhumaeva states, the psychological characteristics of learning Russian as a foreign language allows the teacher to adjust the practice of teaching a foreign language.”

For example, receptive, reproductive, productive learning of Russian as a non-native language are the goals of teaching, since each type of bilingualism is achieved by using appropriate working methods . To achieve receptive language learning, explanatory educational work is sufficient - on grammatical analysis of words, their word-forming organization, analysis of sentences, syntax proper organization of the text, use of the dictionary and selection of the necessary meanings of lexical units in it. Achieving productive learning of Russian as a non-native language occurs through a combination of exercises, explanations, training and practice.” Linguistic characteristics are influenced by “productive bilingualism, which ensures the generation of correct speech and the subject’s command of different languages equally freely, is called cooperative bilingualism.

When using immersive programs in classroom and extracurricular classes in the Russian language, depending on the independence of educational actions performed by students, “active and passive methods are distinguished odes; according to the nature of the students’ work – oral and written, individual and collective. The communicative-activity approach to teaching Russian as a foreign language guides the teacher to use a system of methods based on the activity-based type of learning . In connection with this, we have classified methods of teaching Russian as a foreign language.”

Table 1.Methods that ensure effective mastery of Russian as a second language

<b>Methods that ensure mastery of the Russian language</b>	<b>Methods that stimulate and motivate educational activities</b>	<b>Methods of control and self-control</b>
Practical: oral, written	Educational games	Oppoc
Search engines	Problem situations	Test
Productive	Programmed	Essay, Essay
Verbal	Interactive ring	Presentation
Visual	Debates, Disputes	"Writing Ring"

A method receives the status of a direction in language teaching if, “1) it is based on a dominant, leading idea that determines the ways and means of achieving the learning goal, the general strategy teaching methods: for example, for conscious methods (conscious-comparative, conscious- practically) are characterized by principles that include: a) students’ awareness of the meanings of linguistic phenomena and methods of their application in speech activity, and also b) reliance on their native language; c) foreign language speech practice is recognized as a decisive factor in learning; 2) the direction of the method towards achieving a specific goal is obvious (for example, the direct method of teaching a foreign language is aimed at mastering the language in oral communication, and translation-grammatical – for mastering a new language, mainly in written form); 3) the possibility of using it as a theoretical basis for a didactic, psychological, linguistic concept (for example, based

on a conscious-practical concept This is where the psychological theory of activity and the theory of the stage-by-stage formation of mental actions lie; the linguistic justification of the method is associated with modern trends in communicative linguistics sticks); 4) the independence of the method as a strategy from the conditions and other characteristics of learning is observed; its implementation in the classroom reflects the nature of the educational activities of the teacher and students.” “The learning path recognized as optimal for classes using this method is the “path from above” (i.e. conscious acquisition of language units and the rules of their use with subsequent automation of the acquired units and their transfer com in a communication situation)”.

Comparative method - this method acts as a conscious-comparative method and “is based on common linguistic and psychological concepts based on the ideas of the conscious-practical method of teaching L.V. Schepby and theories of activity.”

The communicative method of teaching the Russian language “is based on a communicative approach, the fundamental provisions of which are interpreted differently by scientists, resulting in a variety of Zie interpretations of this method. Many modern foreign scientists adhere to the extreme point of view: they consider the communicative method in its purest form. They believe that the learning process should be based only on the content side, real communication and exclude work on the language form. To do this, it is necessary to use truly communicative tasks that are adequate to the goal. The principle of conscious learning is underestimated, and the cognitive processes characteristic of mastering a foreign language are not taken into account. The other extreme is characteristic of some domestic methodologists and practitioners who, while declaring the use of the communicative method, actually teach the language system, use There are formal language exercises and only at the final stage of working on the topic are students invited to create a dialogue or express their own opinion on the problem. Most domestic and foreign methodologists accept this interpretation of the communicative method, according to which the learning process should reasonably combine the systemic one. and meaningful approaches, including work on both the form and the content of speech.” “This interpretation of communicativeness allowed domestic methodologists to introduce the term communicative-cognitive method, that is, to draw attention to the cognitive side of the process of mastering not native language, when a language is studied outside the language environment and many features of its use, in particular sociocultural ones, are acquired at the level of knowledge.”

Intensive searches for new approaches, forms and innovative methods of teaching the Russian language are replacing the directive model of teaching with an interactive model, which is more productive and focused on the development of the student’s personality.

The native language is acquired simultaneously with the appropriation of social experience. In Uzbek universities, the program for studying the Russian language, like other foreign languages, includes an in-depth study of grammar, phonetics and the lexical composition of the language; more and more emphasis is placed on teaching the language system and mainly on grammar.

As U.I. Nishonov writes in his article “Teaching Russian as a Foreign Language in Universities of Uzbekistan,” the main difficulties are “the lack of active oral practice per each student in the group; learning the Russian language should be based on the development of speech skills in students as a result of oral exercises, and theoretical study should give way to the development of practical skills”<sup>1</sup>. Therefore, it is necessary to teach students not only the basics of the Russian language, but also to teach them to communicate with interest and correctly in another language, both within the framework of professional topics and in situations of everyday life.”

Associated with the “method of teaching a foreign language” are: contrastive linguistics, which studies two or more languages, comparing their structures, identifying similarities and differences, text linguistics studies patterns construction of a coherent text and meaningful components of the text that ensure communication.”

### **3. Conclusions**

Studying the issue of integration of traditional and innovative approaches to teaching the Russian language in foreign language groups of universities is timely, since at the present moment the need to teach students languages of interethnic communication is a challenge There is a need to take into account the digitization of the didactic process in which the future specialty is mastered in the extralinguistic aspect.

In the course of the study, we identified the following components of the integration of traditional and innovative approaches to teaching the Russian language in foreign language groups of universities:

1. cognitive (literacy as basic knowledge and skills);
2. competent;
3. value-semantic;
4. reflective-evaluative;

5. culturally creative. Therefore, we can draw a general conclusion that the methodological characteristics of innovative, namely immersive educational programs make it possible to consider the process of language learning as developing system. This process is multi-level and multi-component. An experimentally tested immersive educational program in teaching students of pedagogical universities Russian as a foreign language has shown its effectiveness, since The participants of the experimental groups demonstrated the ability to: immerse themselves in certain, artificially formed educational conditions of the simulation model we developed.

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