

ETHNOCULTURAL AND SOCIOLINGUISTIC FACTORS IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT

At present, in the methodology of teaching Russian as a foreign language, there is an acute shortage of methodological directions that take into account the new socio-political situation in the country and in the world. The changes that have taken place in recent years have led to the fact that the study of the Russian language is determined not so much by ideological reasons, but by interest in Russian culture and economic

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INTRODUCTION

Today, the methodology of teaching Russian as a foreign language is based not only on modern linguistic concepts, it links the effectiveness of teaching a foreign language with the formation of the cultural competence of foreign students. Therefore, in the domestic methodology, much attention is paid to linguistic country management * as one of the aspects that contribute to the activation of teaching a non-native language. However, comparative linguistic and regional studies have not yet become the subject of theoretical understanding and methodological interpretation within the framework of multidisciplinary aspect learning* in the language environment.

Our work, based on the achievements of national linguistic and regional studies (Kostomarov V.G., Vereshchagin E.M., Prokhorov Yu.E., Tomakhin G.D., Zinovieva M.D., Chernyavskaya T.N.), ethnocultural and sociolinguistic factors in the content and technology of aspectual teaching of Russian as a foreign language in a language environment, which makes it possible to organize the educational process in the context of a dialogue of cultures.*

Note: the sign * marks the terms, the interpretation of which is given in the Appendix in the "List of the main meanings of the terms most frequently used in the dissertation".

MATERIALS AND RESULTS

We understand the term "ethno-cultural factors" as a set of background knowledge, including the following structural elements:

- information about the specifics of reflection in different languages of the surrounding reality at the cognitive level (Sheiman L.A., Varich N.M., Komle v I.G., Kolshansky G.V., Gachev G.D., Sokolovskaya Zh.)]

- knowledge about the most important features of the national Russian character, about the ratio of the universal and national-specific in the Russian national character in comparison with their ethnic group (Kon I.S., Likhachev D.S., Gnatenko P.I., Kostrikova L.O. , Mukhtasipova E.M.)\

- information about folklore genres (tales, proverbs and sayings) (Selivanova S.I., Permyakov G.L.u,

- data on the ethnographic features of Russian life (national costume, national cuisine, national interior) (Bromley Yu.V., Vereshchagin E.M., Kostomarov V.G., Furmanova V.P.)\

- information about national symbols, including regional ones (Sorokin Yu.A., Markovina I.Yu., Sternin I.A.)]

- communicative taboos (verbal and non-verbal) characteristic of the Russian linguistic and cultural community (Sternin I.A., Belyanko O.E., Trushina L.B.).

In the concept of "sociolinguistic factors" we include:

- knowledge about the social stratification of the Russian linguistic and cultural community (Schweitzer A.D., Nikolsky L.B.)',

- knowledge about the social factors that determine the speech of native speakers of the Russian language (regional affiliation, age, gender, etc.; system of social roles) (Krysin L.P., Schweitzer A.D., Formanovskaya N.I., Tarasov E.F. , Lysakova I.P.)\

- knowledge about sociolinguistic variables at the level of synchrony and diachrony (Schweitzer A.D., Melnikov A.I., Lysakova I.P., Dotsenko M.L.).

The level of teaching Russian as a foreign language can significantly increase if such a methodological system is used in teaching, the dominant components of which are:

- ethno- and sociolinguistic factors (environment of the language being studied, national-cultural component in language semantics, role repertoire of native speakers of the language being studied, etc.);

- ethnopsychological characteristics of foreign students;

- differentiated teaching of Russian as a foreign language in terms of aspects (phonetics, speech development, grammar, stylistics, media language, audiovisual course) and their integration in the cultural information block;
- national educational traditions of trainees.

CONCLUSION

To prove the correctness of the proposed hypothesis, the following tasks are posed in the work:

- to reveal the concept of "picture of the world" in relation to its implementation in teaching Russian as a foreign language;
- to determine the types of cultural oppositions that can form the basis of a methodological complex that implements the ideas of a dialogue of cultures;
- to identify the national educational traditions of different countries and show the possibilities of their successive use in the proposed methodological system;
- scientifically substantiate the nationally oriented paradigm of aspect education of foreign students of the humanities from different regions (East - West) at an advanced stage in the country of the language being studied;
- to develop a set of indicator exercises, in which the proposed methodology would be presented;
- to implement the implementation of inter- and intra-subject communications in the multidisciplinary aspect teaching of Russian as a foreign language.

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