



TEACHING STUDENTS IN A MODERN EDUCATIONAL ENVIRONMENT.

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Abstract: This work is deals with the problem of intensification of teaching Russian as a foreign language in the process of formation and development of the lexical competence of students. The role of educational dictionaries of various types is outlined. Materials were chosen for teaching Russian to foreign students of journalism universities. Its vocabulary includes a special vocabulary describing various The study of the Russian language, its distribution, and preservation in many respects depend on specialists in the field of philology, in particular, teachers who are working not only in Russia but also abroad. Currently, the problem of training future teachers of the Russian language as a native and as a foreign language has become relevant. After graduating from the university, students can not want to work according to the profession. The purpose of the study is to reveal the problems associated with the training of future journalists with the Russian language in journalism universities and to determine ways to solve them. Its effectiveness has been proven as a tool for modern interactive, multilingual and multicultural education.

Keywords: *Learning Environment, social function, communicative approach, vocabulary.*

It is natural that considerable changes in Russian education come under the spotlight of not only professionals but also of a wide circle. So, in recent years, more and more often was said that it has become difficult to work in Russian schools and nobody wants to choose a teaching profession. At the same time, teachers define the reasons which influence their work and desire to find another. Among them are listed the insecurity of the teacher and no state support. Also, they are training for the state exams, a huge amount of paperwork, electronic journals, psychological difficulties of modern children, and etc. There is also scientific research helping 'to shed light' on the social status of the teacher in modern society and his preparation for professional activity (Slepenkova, 2007; Kochemasova, 2018).

It is necessary to tell that the problem was touched upon by modern teachers, scientists, and methodologists more than once. Pedagogical journals publish articles that address the problem we have identified (Zakirova, 2012; Rybakov, 2017). The authors offer their approaches to the study and solutions. However, nobody considers, according to us, one very important fact that not only Russians but also foreign students study at philological faculties at Russian universities. Currently, the multicultural environment of the educational environment has a pronounced specificity: in the process of training, professional skills and abilities are acquired by future teachers of Russian as a native language as well as foreign languages.

Conceptually speaking, the Learning Environment refers to the whole range of components and activities within which learning happens. The deep and broad discussions about the term imply that learning environment refers to the diverse physical locations,

contexts, and cultural and human dimensions in which students learn. According to T. Warger, G. Dobbin, «The term learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts».

We need to specify a LE that supports «optimal» conditions for effective learning and teaching a foreign language in the institution of higher education, taking into account particular physical, cultural and language contexts(Obdalova O.A.,Gural S.K, 2012).

The Direct Method is also known as the Oral or Natural method. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written.

The Grammar-Translation Method. Throughout human history, many types of teaching methods have been developed. Initially, all methods of teaching foreign languages were borrowed from programs designed to teach the so-called "dead languages" -Latin and Greek, in which almost the entire educational process came down to reading and translating. Ushbu uslubga ko'ra, tilni bilish grammatika va so'z boyligini bilishdan iborat bo'lgan xolos. Ushbu usuldan foydalangan holda darsni rejalashtirayotgan o'qituvchi avval qanday grammatik sxemalarni ta'kidlamog'chi ekanligi haqida o'ylaydi. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists.

The Audio-Lingual Method. Another method of learning foreign languages appeared in the late 70s. This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about every day situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices. More precisely, the essence of it is that in the first stage of the lesson the student repeats several times what he heard after the teacher or the phonogram. And only from the second stage onwards is the student allowed to speak.

According to Chesnokova M.P. the most important role in the connections of the method belongs to linguistics - the science of language, speech, the Russian language as a subject of instruction.

Naturally, the methodology of the Russian language takes into account its nature:

- social function;
- connection with consciousness;
- levels (phonetic, lexical, morphemic, derivational, morphological, syntactic, text level);
- the specifics of its sections.

For example, the properties of Russian spelling are considered as the basis of the teaching methodology, the choice of the methodology is determined by the type of spelling.

The most important stimulus for the development of the methodology of teaching Russian as a foreign language is the achievements of the sciences, which the methodologists call basic. Traditionally, three basic sciences are distinguished - linguistics, psychology and pedagogy,

however, other sciences also influence the development of the methodology, forming in it special areas of research with their own specific methodological foundations and scientific results.

The development of the methodology takes place at the junction of related sciences: pedagogy, linguistics, psychology, psycholinguistics, the theory of speech communication. Based on these sciences, integrating the results of these sciences, the methodology develops its own specific problems, has its own subject of research.

The main task of the methodology is to determine the optimal, most expedient organization of the process of teaching Russian as a foreign language. It should be borne in mind that the learning process consists of a number of components.

1. Trainee - pupil, student, listener, etc.
2. Teaching - teacher, teacher.
3. An academic subject that connects the activities of the student and the teacher.

The communicative approach can also be applied to teaching Russian. Similar to teaching English, the focus is on developing students' ability to communicate effectively in real-life situations. This involves providing opportunities for students to practice speaking, listening, reading, and writing in Russian.

In a communicative classroom, students are encouraged to interact with each other in Russian. This can include role-playing, discussions, and group projects that require them to use the language in context. The teacher's role is to facilitate communication and provide feedback on grammar, vocabulary, and pronunciation.

Error correction is also an important aspect of the communicative approach in teaching Russian. Teachers should provide constructive feedback that helps students improve their language skills while encouraging them to take risks and make mistakes.

Overall, the communicative approach can be a highly effective way to teach Russian. By emphasizing communication and interaction, students can develop their language skills in a practical and meaningful way that will prepare them for success in their personal and professional lives.

The content of modern language education and the patterns of the learning process determine a number of indispensable requirements for the lesson:

- 1) the lesson should provide not only the accumulation of information, but also its application in practice;
- 2) the lesson can and should be variable in structure and teaching methods;
- 3) one of the basic requirements for a lesson is its scientific character, i.e. compliance with the modern level of linguodidactic thought, pedagogy, psychology;
- 4) an essential aspect of the lesson - in the case of a group collective) form of student work - is the individualization of learning - a condition that ensures the work of each student at an accessible pace, stimulates abilities and creates a learning perspective in relation to a particular student;
- 5) being a kind of pedagogical work, the lesson should be distinguished by integrity, internal interconnectedness of parts, by a single logic of deployment of the teacher's and students' activities;
- 6) observing the basic requirements for the lesson, the teacher brings in the implementation of these requirements and in the combination of the components of the

lesson his own methodical "handwriting", his art, focusing at the same time on the characteristics of students and the target setting of the practical lesson;

7) the lesson must have an internal logic with a clear transition from one part of the lesson to another in accordance with the linguodidactic goal and the laws of the learning process (the internal structure of the lesson means the steps that determine the movement towards achieving the goal of the lesson);

8) in the lesson, both systematic repetition and systematic control of what has been mastered should be carried out, which will allow the teacher to find rational ways to develop the educational achievements of students;

9) the main criterion for the quality of a lesson is not so much in the variety of certain types of work, but in achieving the goals of the lesson, in the dynamics of learning;

10) the use of technical teaching aids - in order to increase the productivity of training - should not be random, "occasional", but should be systematic and imply the solution of specific educational and practical problems;

11) an indispensable and obligatory aspect of the lesson is an educational and positive-emotional impact on students; all components of the lesson: content, means, conditions, teacher, etc. are called to have moral and educational potential;

12) a prerequisite for the implementation of the above requirements, a condition for the effectiveness of training is the personality of the teacher, combining the linguistic, communicative-speech, behavioral, professional and pedagogical culture of communication.

The use of relevant vocabulary in teaching Russian for journalism students can have a significant impact on their learning and professional development. By focusing on words and phrases commonly used in the field, students can improve their communication skills and become more effective journalists.

Learning these vocabulary words can also help students to better understand the nuances of the Russian language and how it is used in journalism. This can lead to more accurate and precise reporting, as well as improved writing skills.

In addition, teaching relevant vocabulary can help to build students' confidence in their ability to communicate effectively in Russian. This can be especially important for students who are not native speakers of the language, as it can help them to feel more comfortable and competent in their work.

Overall, the use of relevant vocabulary in teaching Russian for journalism students can have a positive impact on their learning and professional development, helping them to become more effective communicators and journalists.

When choosing Russian vocabulary for journalism students, it is important to focus on words and phrases that are commonly used in the field of journalism. Here are some examples:

1. *новость* - news
2. *журналист*) - journalist
3. *интервью* - interview
4. *репортаж* - report
5. *статья* - article
6. *заголовок* - headline
7. *комментарий* - comment



8. *фотография* - photograph
9. *редактор* - editor
10. *пресс-релиз* - press release

It is also important to teach students how to use these words and phrases in context, such as in writing news articles or conducting interviews. Encourage students to practice using these vocabulary words in their own writing and speaking exercises.

As an language model, it can be concluded that provision of some tips for teaching Russian for journalism students:

1. Start with the basics: Begin by teaching the alphabet, pronunciation, and basic grammar rules. Encourage students to practice speaking and writing in Russian as much as possible.
2. Use news articles: Provide news articles in Russian for students to read and discuss. This will help them learn new vocabulary and sentence structures while also staying up-to-date on current events.
3. Focus on journalistic language: Teach students specific journalistic language such as headlines, bylines, lead sentences, and quotes. This will help them understand the unique language used in journalism in Russian.
4. Incorporate multimedia resources: Use multimedia resources such as videos, podcasts, and social media posts to expose students to different forms of media in Russian. This will help them become familiar with different styles of writing and speaking.
5. Encourage cultural immersion: Encourage students to immerse themselves in the Russian culture by watching movies, listening to music, and reading literature in Russian. This will help them understand the context and history behind the language.
6. Provide feedback and support: Give students feedback on their writing and speaking skills and provide support when needed. Encourage them to ask questions and seek help when they need it.

By following these tips, you can help journalism students learn Russian in a way that is engaging, relevant, and effective for their future careers.

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