

STRUCTURE AND CONTENT OF THE REFERENCE GUIDE TO RUSSIAN SPELLING FOR FOREIGN STUDENTS

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Abstract: *The article presents the results of the study of the structure and content of the reference guide to Russian spelling for foreign students. The main distinguishing features of the reference guide for foreigners from the reference guide for native speakers are revealed. The functions, as well as didactic and methodological requirements for the reference guide to Russian spelling for foreigners are determined. The article examines the structure and content of the reference guide to Russian spelling intended for foreign students. The authors analyze the specific difficulties that foreigners face when studying Russian spelling and propose an optimal structure of the reference guide that takes these difficulties into account.*

Key words: *modern methodology, spelling, didactics, abstract, written speech, foreign students, foreign languages*

Introduction

Modern courses of Russian as a foreign language pay great attention to the development of students' written speech. This is very important because foreign students have to solve not only everyday problems, but also general educational tasks, such as writing notes, essays, annotations and theses. However, the practice of teaching Russian as a foreign language states that when teaching written speech it is necessary to take into account not only the development of students' speech, but also the acquisition of literate writing skills.

Studying Russian as a foreign language (RFL) is associated with many difficulties, one of the most difficult is spelling. Russian spelling is highly complex due to the presence of a large number of exceptions to the rules, discrepancies between pronunciation and spelling, as well as the use of various spelling principles. Foreign students who do not have a phonetic base of the Russian language face additional difficulties in mastering spelling rules. Therefore, the creation of a special reference book on Russian spelling, adapted to the needs of foreign students, is an urgent task.

Main part

Today, the main problem in the methodology of teaching Russian as a foreign language is spelling. The curriculum does not take into account the spelling aspect, although even non-philology students are required to know the rules of structural, graphic, spelling and punctuation design: "The text being created must be formatted in accordance with the norms of the modern Russian language." In

the methodology of teaching Russian as a foreign language, there is no clear definition of the place of the spelling aspect. Another problem is the lack of textbooks or teaching aids on Russian spelling that would take into account the peculiarities of perception and cognitive interests of the addressee when presenting the material. It is obvious that the development of such a reference book is a necessity, given the modern conditions of education. In addition, for foreigners it is necessary to create a spelling reference book in two formats: printed and electronic.

Having analyzed the research on the theory of the textbook, N.E. Dimitrovna formulated the following functions of the reference book (including the reference book on Russian spelling for foreigners), which are implemented in the educational process: 1) informational (the function of the reference book itself, the source of language material, the necessary skills, both orthographic and general educational: the ability to work with theoretical material, the ability to independently find errors and explain them with the help of the reference book; if the reference book is presented in electronic form, the skills and abilities of working with a computer, computer programs); 3) systematizing (in relation to the language material, it brings previously acquired knowledge into a system, presents new information as interconnected with previously studied); 4) controlling (in relation to previously acquired knowledge, skills, and abilities of the student that must be applied to this or that new rule, for example, the concept of "root" when studying the material "Spelling in the Root of a Word"); 5) motivating (the very form of presentation of the material should be presented in such a way as to create further motives and incentives for subsequent study of not only spelling, but also the language in general); 6) transformational (forming the corresponding general educational special skills; for example, reading the theoretical material of the reference book is directly related to the development of such a thought process as analyzing examples); 7) educational (developing in the student the ability to independently work with theoretical material, a reference book). The reference book should be intended for both students and the teacher, therefore, the possibility of referring to the reference book during classes cannot be ruled out. Representing a special type of teaching aid, it must meet didactic and methodological requirements.

The didactic requirements include:

1) authenticity (the content of the reference book should adequately reflect the modern Russian language and extra-linguistic reality);

2) scientific character (the content of the reference book should not contradict scientific data);

3) compliance with the learning objectives:

4) compliance with the level of knowledge and other characteristics of the student body (the main features of the reference book should be accessibility of presentation, additional references to a number of sections, examples from the lexical minimum, and in some cases word-formation chains);

5) educational potential (the reference book should develop the skills of independent work);

6) the developmental nature of the reference book (the reference book should contribute to the development of thought processes, memory, etc.);

7) systematic organization of the material within the entire reference book and its sections:

8) the motivating nature of the reference book (it should create motives and incentives for further study of Russian spelling and language).

The reference book should be closely related to the curriculum, have a common system of concepts, facts, and a common sequence for studying them.

The study of the theoretical foundations of a spelling reference book for foreign students and our experience in developing such a reference book allow us to draw the following conclusions:

1. The spelling aspect is the least developed in the theory and practice of teaching Russian as a foreign language. Currently, the development of theoretical foundations for teaching foreigners Russian spelling and special teaching aids on spelling for foreigners are relevant.

2. One of such aids should be a spelling reference book intended for self-checking of spelling of words and self-study. This reference book should be presented in printed form and on electronic media.

3. The reference book is a special publication that presents in an informative form the basics of scientific knowledge on the subject and is intended to support any type of activity in achieving scientific goals. 4. The reference book as a special type of teaching aid must correspond to the didactic and methodological principles of teaching. It uses special rules for distributing information. Distributing information is an important mechanism that acts as a text strategy in the processes of constructing a text.

5. The reference book on spelling must include theoretical information about Russian spelling, illustrative material and an orientation apparatus.

Conclusion

The proposed structure of the reference book on Russian spelling for foreign students takes into account the specific difficulties that students face and provides a systematic approach to mastering spelling rules. The combination of the theoretical part, practical exercises and a dictionary of spelling difficulties contributes to the effective assimilation of the material and increases the level of spelling literacy of foreign students. The development of such a reference book is an important step in improving the methodology of teaching Russian as a foreign language.

THE LIST OF USED LITERATURE

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JAMIYATDA INKLYUZIV TA'LIMNI RIVOJLANTIRISH: JAMIYATNING INKLYUZIV TA'LIMGA BO'LGAN MUNOSABATI VA UNING RIVOJLANISHIGA HISSA QO'SHISH

Abdiraximova Sevinch Ilhom qizi

Axborot texnologiyalari va menejment universiteti talabasi

Annotatsiya. *Inklyuziv ta'lim nogiron bolalarni ta'lim jarayoniga integratsiya qilish hamda umumta'lim maktablarini nogiron bolalarga moslashtirishni ko'zda tutadigan, ijtimoiy adolat va tenglikni bosh maqsad qilib olgan jarayondir.*

Аннотация. *Инклюзивное образование – это процесс, направленный на интеграцию детей-инвалидов в образовательный процесс и адаптацию общеобразовательных школ к детям-инвалидам, основной целью которого является социальная справедливость и равенство.*

Abstract. *Inclusive education is a process that aims to integrate disabled children into the educational process and adapt general education schools to disabled children, with social justice and equality as the main goal.*

Kalit so'zlar. *Inklyuziv ta'lim, sharoit, nogironligi bo'lgan yoshlar, maktab, maxsus ta'lim, ehtiyoj, umumta'lim, integratsiya.*

Ключевые слова. *Инклюзивное образование, условия, молодежь с ограниченными возможностями, школа, специальное образование, потребность, общее образование, интеграция.*

Key words. *Inclusive education, conditions, youth with disabilities, school, special education, need, general education, integration.*

Kirish

Inklyuziv ta'lim maxsus ehtiyojli, nogiron bolalar ham faqat maxsus maktablarda emas, balki sog'lom bolalar o'qiydigan umumta'lim maktablarida ham ta'lim-tarbiya olishlari mumkin ekanligini e'tirof etadi. Buning uchun esa