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National-Language Orientation in Teaching The Russian Language to Foreign Students at a Medical University

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Abstract: The article deals with the problem of intensifying the process of teaching foreign students the Russian language at the pre-university stage through the use of a nationally oriented methodology for teaching Russian as a foreign language, relying on the native language as a way to improve the quality of teaching the Russian language.

Keywords: nationally oriented method of teaching the Russian language; reliance on the native language of students; comparison of phonetic and grammatical phenomena in the Russian and native languages of students.

The methodology of national-language orientation of teaching Russian as a foreign language has a long history. The principle of taking into account the native language of students is accepted by all methodologists, although it is used with varying degrees of activity in teaching practice.

So, Professor V.N. Wagner, the creator of the methodology of national language orientation in teaching Russian as a foreign language and one of the supporters of its active use, writes: “The influence of the source language system on the formation of the Russian language system occurs during the assimilation of any linguistic phenomenon of any level throughout the study of the Russian language”. Despite the fact that nationally oriented textbooks for people who speak different languages have been created and introduced into the practice of teaching Russian as a foreign language, in the practice of teaching the Russian language in Uzbek universities, in our opinion, they are not used actively enough. And, of course, one of the objective reasons for this phenomenon is the composition of multinational groups in teaching Russian as a foreign language.

Nevertheless, as many years of experience in teaching Russian to foreign students shows, the use of nationally oriented teaching methods in the process of teaching Russian to foreigners, relying on their native language, to a large extent contributes to the intensification of the process of teaching Russian as a foreign language, especially at the pre-university stage.

Currently in Uzbekistan, in particular at the Samarkand State Medical University, there is a tendency to increase the number of students from Pakistan and India. Geographical proximity to Uzbekistan, traditional economic and cultural ties between our countries make it attractive to get higher education in Uzbekistan for citizens of these countries. Often those graduates who did not pass the competition in Pakistani or Indian universities, as well as students who cannot pay for education in the USA or Europe, go to our country to study. As a rule, such students have an extremely low general educational level, in particular, the level of theoretical knowledge about their language. As practice shows, the majority of students from Pakistan and India do not speak English well or do not speak it at all, which makes it impossible to use an intermediary language or textbooks for English speakers in this audience.

Students from these countries find themselves in a more difficult position compared to students from other regions due to the large discrepancy between the phonetic and intonation systems of languages. Therefore, in the pronunciation of students there are errors that are uncharacteristic of other foreigners.

Russian intonation also causes great difficulties for Pakistanis and Indians. In Russian, it is very important to change the tone in the intonation center of a phrase, which distinguishes between a declarative and an interrogative phrase. The article deals with the problem of intensifying the process of teaching foreign students the Russian language at the pre-university stage through the use of a nationally oriented methodology for teaching Russian as a foreign language, relying on the native language as a way to improve the quality of teaching the Russian language.

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Russian intonation also causes great difficulties for Pakistanis and Indians. In Russian, it is very important to change the tone in the intonation center of a phrase, which distinguishes between a declarative and an interrogative phrase. Typical mistakes are an incorrect pause within one syntagma, lack of pronunciation fusion, word by word reading of a sentence.

The grammatical systems of the two languages are also different, so foreign students have difficulty

understanding Russian grammatical terms.

These features require the search for ways to intensify the learning process of the specified contingent of students. One of the means of optimizing the educational process in the Russian language is to rely on the native language of students. New modern nationally oriented textbooks are needed, which will allow using the native language not only to bring linguistic phenomena to the attention of students more accurately, but also to save the time required to explain the material. The creation of such textbooks for students of humanitarian specialties is especially important. teaching practice at a medical university shows that students with lower initial training study in groups of medical specialties compared to students of technical profiles.

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