

## MODELING METHOD IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

Kalandarov Uktam Satubaldievich, senior lecturer  
Egamov Rustam Aminovich, senior lecturer  
Urgench State University

### Annotation

This article discusses the issue of using the modeling method in teaching Russian as a foreign language. It is noted that when teaching this language, the use of various models is especially effective, helping to better master the material on the topic.

**Keywords:** model, method, Russian as a foreign language, rules, language acquisition.

In the methodology of teaching a second language, the “model method” is widely used. It has different names, but its essence is that the learner receives a certain ready-made construction and has the opportunity to fill it with various lexical material. Thus, the “five rubles” model can be filled in the first part with such material as the words “ten, thousand, million,” etc., and in the second part with the words book, glass, bag, etc. In order to be fluent in Russian, you need to be able to use a large number of models. It is impossible to remember a complete set of such models without their mutual connection with each other. Therefore, it is advisable to use model transformation rules. Thus, for the above construction “five rubles” it would be possible to formulate transformation rules in cases where the first word is used in the dative, instrumental, prepositional cases, then the first word is a numeral below five or ends in “two, three, four” (cf.: five portfolios, but two portfolios, or twenty-four portfolios).

Thus, some basic models and rules for their transformation are introduced into the student's grammar. But this is not enough. When creating texts, one cannot do without a combination of models. For example, it may be necessary to combine the “five books” model with the “new book” model to obtain the “five new books” construct. This construction will need to be combined with the buy a book construction to get the expression “buy five books.” Of course, instead of the rules for combining models, some more complex models can be considered. But it is absolutely clear that sooner or later it is necessary to provide information about the



combination of models. This is explained by the fact that texts will be constructed for a huge number of different situations that cannot be programmed individually. Having recognized that grammar is absolutely necessary for mastering a language, it is necessary to clarify some of the features of such grammar. It should be based, on the one hand, on a certain number of the most important, basic models, which can be used both independently, by filling them with some lexical material, and by transforming and combining models. The rules for combining and transforming models should, along with the basic models, be part of the teaching constructive grammar.

Constructive grammar assumes that at each given stage of learning the student must master relatively closed language material that would allow him to construct some texts. Another important provision of such a grammar: the student at each stage must become accustomed to the construction of the text. Therefore, at the initial stage you cannot limit yourself to memorizing ready-made structures. This then leads to the difficulty of overcoming the barrier between ready-made memorized patterns and the real need to use other formulas in the communication process. The student must develop the skills to produce texts, and not produce ready-made formulations. These skills must be developed gradually, including in the process of creating models.

The educational material of constructive grammar includes morphological and syntactic schemes for constructing text units and a set of speech tasks. Some methodologists make a distinction between a language model and its speech embodiment—speech models. Speech models are nothing more than the communicative and situational implementation of a language model in a specific situation of speech communication. It is in a specific speech situation or speech context that a language model becomes a speech model or speech pattern. Since speech is always situational, it, unlike the language model, is always logically and intonationally determined. The speech model therefore differs from the language model:

1. Specific situational-contextual conditioned lexical content;
2. Logical stress and rhythm, intonation, determined by the type of sentence (narrative, incentive);
3. Specific morphological design of the members of the sentence in accordance with the norms of the given language.

A speech sample is a typical segment of speech, built on the basis of a structural diagram selected for study and performing a specific speech task. The language model and the speech sample relate to each other as an invariant and a concrete



variant. The methodological value of a speech sample lies in the fact that it organically combines various aspects of the language, grammatical, lexical, phonetic (in oral speech) or graphic (in written speech) - into a finished product.

Teaching constructive grammar must take into account the characteristics of the students' native language. The general model of teaching foreign speech is grouped around the following problems:

- 1) similarities and differences between the processes of mastering Russian and the native language;
- 2) types of educational activity, based on which mastery of someone else's speech is carried out;
- 3) the relationship between native and foreign languages. The ultimate goal of the learning process - mastering a non-native language as a means of communication - dictates the need to distinguish three stages of learning: first, the learner masters the units of the phonetic, grammatical and lexical subsystems of the language, then their combinations in speech acts and, finally, uses them in natural acts of communication. At the first stage, reliance on the corresponding material of the native language is inevitable, at the second stage, the development of language material must be carried out without relying on the native language. After all, here it is worked out at the level of speech actions, and speech actions in a non-native language most often do not have a correspondence in the native language. Finally, at the third stage, the isolation of foreign language material from native language is completed.

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