



## **SOME ASPECTS OF TEACHING FOREIGN STUDENTS RUSSIAN PRONUNCIATION**

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### **Abstract:**

This article examines the main aspects that should be considered when teaching foreign students Russian pronunciation, as well as proposes effective methods and approaches. It discusses important issues related to Russian pronunciation at the initial stage of learning for foreign students, as well as the development and improvement of their auditory and pronunciation skills. The necessity of mastering listening skills is emphasized. Teaching Russian pronunciation is an essential part of language acquisition for foreign students, especially if their primary field of study is not philology.

**Keywords:** Main aspects, foreign students, Russian pronunciation, effective methodologies and approaches, improvement, auditory-pronunciation skills, Russian language proficiency.

### **Introduction**

A huge amount of information about the modern world has been accumulated in Russian. In this language, the most advanced information is created, recorded, stored and disseminated today. Therefore, without knowledge of the Russian language it is very difficult to navigate in the modern world. Teaching Russian in Uzbekistan is undergoing, like all other spheres of social life, a period of radical restructuring. This is a review of goals, objectives, methods, materials. New time, new conditions required a review of both the general methodology and specific methods and techniques of teaching foreign languages, including Russian. All this speaks in favor of the idea of the need for a special, more thoughtful approach to the problems of teaching Russian. The goals of teaching Russian should be defined



more broadly, including in the list of tasks to be solved, the education of future native speakers in the spirit of modern requirements.

Knowledge and mastery of the sound system of a language is a prerequisite for communication in any form. The ability to use auditory and pronunciation skills ensures the effectiveness of all types of speech activities. The article addresses the current issues of teaching Russian pronunciation to foreign students. It describes the relevance of the topic, the goals, and the objectives of the research. Teaching Russian as a foreign language (RFL) provides for the presence of two mandatory components: the formation of foreign language (communicative) competence and the diagnosis of the level of its formation (control of knowledge, skills and abilities of students). The aim of the course in Russian as a foreign language is to develop a high level of communicative language competence in all types of speech activity: reading, speaking, writing and listening.

### **Materials and Methods**

The teaching methodology of any discipline involves a set of methods of methods, forms and means of training, the choice of which is determined by the goals, objectives and content of the educational process [Starodumov, 2017: 97]. The main purpose of teaching Russian as a foreign language is to create conditions that ensure quick mastery of the language, its phonetic, lexical and grammatical components. Teaching Russian as a foreign language has a number of features and takes place in several stages with the choice of different approaches and teaching methods. The first classes are for guidance only and require familiarity with the phonetic structure of the language and the development of articulation inherent in the sounds of the Russian language. Mastering the phonetic component is necessary for the speedy development of reading skills by students, which greatly facilitates the process of learning the language subsequently.

The reproductive teaching method is also realized in the study of vocabulary. Learning vocabulary begins with the pronunciation of words by the teacher, followed by their repetition by students. In this case, visual aids should be used and, most importantly, work with the dictionary should be organized. In the first classes in the study of Russian as a foreign language, students learn the traditional speech formulas of greeting, farewell, acquaintance. Moreover, the formulas of dating involve the communication of information about the name and surname,



about age, family and homeland. At the stage of studying vocabulary, the reproductive teaching method is combined with the communicative one. Mastering the speech formulas is carried out first by repeating after the teacher, then using the dialogue in pairs: one takes on the function of asking, the other – answering, the students change roles. This is the development of linguistic units in the process of communication. A communicative approach to teaching Russian as a foreign language is also implemented when working with text. Work with the dictionary at this stage is the main one. The teacher asks to translate a small text into his native language, and then to retell it in Russian in his own words. Naturally, for such work, students need some vocabulary of Russian words. One of the most affordable means in this case is the use of computer technology and the Internet. Means of information and computer technologies allow automating, and thereby simplifying the complex procedure that teachers of additional education and methodologists use when creating teaching aids. Thus, the presentation of various kinds of electronic textbooks, teaching aids on a computer has a number of important advantages. Firstly, it is the automation of both the process of creating such and storing data in any necessary form. Secondly, it is working with an almost unlimited amount of data. Thirdly, pupils of creative associations participate in the creation of these, acquiring many new skills for themselves and thereby benefiting not only themselves, but also the institution of additional education for students.

As part of the study of Russian as a foreign language, students must have the following knowledge, skills and abilities: Students must know

: — lexical minimum in the amount necessary for communication in situations of everyday and educational and professional activities;

— grammatical minimum, including the main morphological categories, methods of word formation and grammatical structures characteristic of oral and written speech;

— linguistic means and structural and semantic features of texts of different functional and semantic types;

— culture and traditions of the country of the language being studied, rules of speech etiquette;

— main sources of information in Russian (vocabularies, periodicals, Internet resources) Be able to



- maintain oral speech contacts in Russian in the field of everyday, educational and professional communication;
- read texts on a wide and narrow profile of the specialty in order to obtain information;
- abstract and annotate Russian—language texts of a general scientific and military —applied nature;
- use language means and speech norms depending on the content, goals, objectives, addressee, form and conditions of communication;
- conduct a conversation —dialogue of a general and professional nature in Russian, using the rules of speech etiquette;
- make a prepared presentation (report) on the topics studied;
- fill in questionnaires, compose private and business letters, (auto)biography, resume;
- use modern sources of information in Russian for self — education.

The final control consists in objectively identifying the learning outcomes of Russian as a foreign language, which make it possible to determine the degree of compliance of the actual learning outcomes with those planned in the program. The main forms of the final control are exams, which, in turn, can be conducted using various methods (final written work, testing, oral individual survey) An exam in Russian as a foreign language is held at the end of the study of this discipline in order to check and assess the level of knowledge gained by students, the ability to apply them in solving practical problems, as well as the completeness and level of mastery of practical skills and mastery all types of speech activity in the scope of the requirements of the curriculum.

Intermediate certification in Russian as a foreign language is carried out in order to determine the degree of achievement of educational goals in sections of the discipline and is carried out in the form of tests and tests (tests with assessment). as well as writing skills and abilities Test (credit with assessment) serves as a form of testing the assimilation of the material of practical classes and tasks of an extracurricular workshop in Russian as a foreign language. At the same time, skills and abilities in reading, listening and speaking are controlled.

In the subtests for writing, reading, listening and speaking, the following forms of test items should be used:

- 1) tasks of an open form;



- 2) assignments for compliance;
  - 3) tasks to establish the correct sequence;
  - 4) compiling your own statement
- There are a number of general requirements for test items
- each task has its own serial number, established according to an objective assessment of the difficulty of the task and the chosen testing strategy;
  - the task is formulated in the logical form of a statement, which becomes true or false depending on the student's answer; — the correct answer is attached to the developed task;
  - for each task, an evaluation rule is given that allows interpreting the student's answer as correct or incorrect.

## **CONCLUSION**

From the foregoing, it follows that the diagnosis of language knowledge, speech skills and abilities in the classroom in Russian as a foreign language should be objective, reliable and understandable for both the teacher and students.

**Studying the features of Russian phonetics:** Describing the key characteristics of the Russian sound system, focusing on sounds that do not exist in the languages of most foreign students.

**Examining phonetic difficulties of foreign students:** Typical problems faced by students from different language groups when learning Russian pronunciation. For example, difficulties in pronouncing soft consonants or vowel reduction.

**Traditional Approaches:** Describing classical methods of teaching pronunciation, such as articulation exercises, phonetic transcription, and repeating after native speakers.

**Modern Techniques:** Exploring the use of digital technologies, such as phonetic training applications or online platforms with interactive exercises.

**Native Language Interference:** Analyzing how the characteristics of students' native languages affect their pronunciation in Russian. Providing examples of interference and suggesting ways to overcome it.

**Psychological Barriers:** Discussing how fear of making mistakes or anxiety about speaking can hinder the development of correct pronunciation and proposing methods for creating a comfortable learning environment.



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