

CREATING AN ATMOSPHERE OF THE RUSSIAN LANGUAGE IN PRESCHOOL EDUCATION: PROBLEMS AND SOLUTIONS

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Annotation

The purpose of this research is substantiation of the system of work on teaching the Russian language to Uzbek preschool children who speak their native language, and learn Russian in kindergarten in the process of teaching Russian as a non-native language. Teach children to communicate correctly in their native and Russian languages, to be able to think deeply and correctly express them. From the first years of his life, a child must with all his heart, with all his soul love his native land, his homeland, his national culture and respect the culture of the Russian people. During the research these methods are used: theoretical, comparative, sociological and pedagogical. The proposed system of work is aimed at the complex mastery of the types of speech activity (listening, speaking) in Russian by preschoolers in bilingualism and contributes to the solution of educational problems.

Keywords: Russian language, native language, teaching Russian as a non-native language, preschool education standards, Uzbek-Russian bilingualism, early bilingualism, language environment.

Introduction

It is best to build learning a second language when all adult participants in the process have a good idea Children learn to draw with one teacher, study music with another, and each of these teachers follows the requirements of their own program. Inconsistency in the actions of different teachers - professionals leads not only to significant overwork of children, but also to dissatisfaction of the teachers themselves with the results of their work.

2. MAIN PART

Teaching the Russian language should become a task not only for a professional teacher who meets with children twice a week for 25-30 minutes, but for the entire staff of a preschool institution. To do this, we must improve the level of teaching the Russian language in the preschool areas of pedagogical universities of how to:

- Talk with children (specifically, visually, on topics of interest to the child, confidently, respectfully, in a friendly manner, not downwardly, sincerely carried away by the proposed

content; if it is said so that the child does not understand, you should reformulate your thought);

- Gradually complicate your speech (first name individual words, include it in the context, pronounce clearly, slowly, repeat, achieving full understanding and adequate response);
- Clarify the form and thought of children's remarks (ask again, if the child said something that is not clear enough, this should be repeated in a form in which the statement becomes clear, for example, Drank klep - Here is white bread, I give you white bread, take white bread; if the child omits a mistake, you cannot correct it directly, you need to say the child's statement in a form that will not contain errors, for example: He wants milk - Do you want to say: I want milk, reformulate the child's statements in different contexts, for example: Beautiful cat, - Yes, the cat is beautiful, I like the cat, she is beautiful);
- Continue the child's statements (for example, enter the subject mentioned by the child in the description: Book. - Let's take a book, this is a book about a tiger, let's see what the tiger does);
- Ask questions (ask not only about what the child sees, where he was, what he did, what he likes, what he wants, but also how he thinks about different things, why certain events occur);
- Expand vocabulary (the more words a child learns, the more he learns, goes in two ways:
 1. In a significant situation, a separate word sounds, for example, a rainbow in the sky - they say a rainbow and learn a poem about a rainbow, like "Rainbow is an arc, don't let it rain, come on sun, bell";
 2. The same words and expressions are repeated in everyday situations of reality or in a game, for example, as players' remarks or images on cards; at the same time, it is necessary to follow the gradual complication of the designation, say, first the word pants is learned, and then pants, shorts, sweatpants, etc.).
- Provide motivation (the child should want to say something, which means that he should feel how important his proactive statements are, how he rejoices in all his words; motivation is provided through the introduction of fabulous, bright, colorful elements, game moments, surprises, joyful and funny event, promotion).

Thus, at the moment, the priority areas in teaching Russian to preschool children are: the development of phonemic hearing, the assimilation of words and sentences, the development of coherent speech (continue teaching the construction of statements, composing stories, retelling texts, enriching the dictionary). In this case, one should focus on creating a positive motivation for studying the Russian language. In order to increase the productivity of the lesson, it is necessary to consult parents on explaining the peculiarities of learning the Russian language. Educators in groups to create a favorable environment for mastering the Russian language by communicating in a group in Russian need to strive for the development of speech activity in the classroom and in their free time as the leading direction in the work at this stage, and the children have a need to communicate in Russia.

Children in the classroom are very fond of repeating phrases.

Better memorize and make sentences on the mnemonic table (use of pictures or symbolic signs). They love physical exercises very much.

Poems are well recited in Russian.

All this is used in every lesson of the Russian language. Pure phrases, poems, physical

minutes are selected to the corresponding lexical topic.

An important role in teaching Russian at UDL in a monolingual environment is played by additional education - circles. Teaching the Russian (non-native) language of preschoolers of the Republic of Uzbekistan in accordance with the state educational standard of preschool education is the development of oral speech, which involves the creation of a communicative basis for communication at an elementary level within the scope, areas and situations provided for at the stage of preschool education.

Teaching children the Russian language in mono-national preschool institutions is carried out in the absence of a Russian language environment, while a significant part of children do not speak Russian. Due to their age, they are not able to independently comprehend the meaning of the Russian language, to realize the need to study it. Therefore, from the very first moments of organized teaching of the Russian language, children are explained in their native language why Russian is needed in life, that they will soon go to school, where they will study Russian, and in order to study well, already in kindergarten one should learn to speak Russian. Preschool children who study Russian in mono-national preschool institutions master it in an artificially created linguistic environment, which should have a developing character. The concept of a linguistic developmental environment includes both the actual linguistic environment and the subject-developmental environment of the child.

In the methodology of teaching Russian to preschool children, it is proposed to conduct a linguistic examination of children to determine their level of Russian language proficiency in accordance with the following parameters:

- 1) the child does not speak Russian at all;
- 2) the child does not know Russian as a means of communication (knows several dozen Russian words);
- 3) the child knows, understands and uses frequent words, phrases, etiquette forms in speech, understands the appeal of an adult; can tell a short poem;
- 4) the child understands simple texts, is able to describe play actions, use simple syntactic constructions; enter into a simple dialogue in certain communication situations;
- 5) the child understands the addressed speech, knows Russian fairy tales, songs, proverbs, sayings, can communicate with familiar native speakers of the Russian language;
- 6) the child independently uses the language in various life situations of communication, understands spontaneous speech, is able to participate in a conversation at the level of a native speaker of his age.

Therefore, when teaching the Russian language in preschool organizations, it is necessary to carry out a differentiated and individual approach. For each lesson, its own educational and educational tasks should be formulated, associated with the formation of initial skills and practical knowledge of the Russian language orally, recognition of Russian speech by ear (speech of the educator) and the production of its simplest samples, with the development of cognitive-intellectual and emotional spheres etc. When constructing the educational process, one should take into account the age characteristics of preschoolers (limited working capacity, visual-figurative nature of thinking, etc.). As you know, at first, each pupil is required to perform those actions that he has already mastered, that is, there is no need to artificially

promote, to speed up the pace of the child's speech development. Children behave in different ways: one can give a complete answer to the teacher's question, the other can respond with a gesture or a certain action, and the third can translate into their native language. Therefore, the standard puts at the forefront the principle of individualization, aimed at revealing the own potential of each child (natural capabilities, abilities for various types of educational activities, the rate of assimilation of the material, etc.).

In the State Educational Standard of Preschool Education of the Republic of Uzbekistan, special attention is paid to the formation of the personal potential of the child. At first, it is advisable to carry out work on the formation of the qualities of personal development in children (sociability, the desire to make contact, the ability to interact in a team, etc.) in their native language.

The peculiarities of the formation of the mechanism of early bilingualism determine the need for its formation already at the stage of preschool education. At this stage, the formation of the child's linguistic personality begins, the identification and development of his linguistic abilities. A number of psychological characteristics inherent in preschool children also contribute to the successful mastering of the Russian language: high sensitivity, active memory, easily formed motives of speech activity, as well as the visual-figurative nature of thinking, etc. In the course of teaching the Russian language in kindergartens, the formation and expansion of the child's ideas about the world around him occurs with the help of the native language, which is the support, the surest, shortest path to understanding the essence of various phenomena unfamiliar to him, with which the child first has to get acquainted in kindergarten, and then in elementary school at various stages of learning. Therefore, at first, concepts and representations should be formed mainly in their native language: they resort to it when describing game situations, when explaining the articulation of difficult sounds and sound combinations, when comparing facts from the field of grammar, when semantical analyze words.

Attaching the importance of the role of the native language in teaching Russian, we mostly talk about the native language as a means that facilitates the process of mastering the Russian language, on the use of knowledge of the native language as the most effective way of mastering a second language. However, in other cases, the native language creates certain difficulties in learning a second language, therefore, to overcome them, it is necessary to search for the most effective techniques. The teacher must clearly understand, on the basis of a comparative analysis, the system of the native and Russian languages, where the native language will contribute to the assimilation of the Russian language, and where it will create difficulties.

The level of knowledge of the native language by children in the conditions of the formation of early bilingualism affects the process of mastering Russian (non-native) language and the purpose of its education in preschool age. The achievement of this goal depends on the effectiveness of building an integral didactic system of teaching the Russian language in preschool educational organizations, since at an early age that linguistic foundation is laid, on the basis of which the process of mastering a second language is built in the future, a positive psychological attitude is created, interest in the language being studied is formed. It is at this age that the Russian language, due to the sensitivity of preschoolers to the acquisition of a second

language, is easily and painlessly included in the structure of their consciousness. In addition, what the baby learned in the first years of life, as you know, will forever remain in his memory, especially in conditions when the education received in kindergarten naturally develops into the next stage - into the upbringing and teaching of children at the initial stage in school.

The main directions of teaching the Russian language to preschoolers are: 1) education of sound culture (perception and pronunciation of sounds); 2) activation of the dictionary (using words correctly, in exact semantic correspondence); 3) the formation of grammatical structure (the use of grammatical structures); 4) the development of coherent speech (dialogical and monologic). The main condition for organizing the content of teaching the Russian (non-native) language of preschoolers is the definition and concretization of the language material on the basis of which the speech activity of Uzbek children is formed.

The minimum of grammatical material provided for mastering by preschoolers, taking into account the peculiarities of the native language, is presented in the form of specific generalized speech samples (typical sentences). The speech sample is filled with lexical and grammatical material, the basis of which is formed by morphological forms, for example: the nominative case of masculine, feminine and neuter nouns in the singular and plural, personal pronouns in the singular and plural, personal forms of verbs of the 1st and 2nd conjugation in the present tense in all three persons singular and plural imperfective, verbs in the past tense in masculine and feminine, etc. Variations in this grammatical material should facilitate the automation of the use of forms and constructions, as well as the generalization of individual linguistic factors. Knowing one model, you can build a large number of sentences using it. Children train in pronouncing these units, perform various operations with them in order to learn the grammatical structure and through it their grammatical meaning. The active use of the syntactic base involves the development of the ability to construct sentences and use them as the minimum communicative unit of the language.

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3. CONCLUSION

So, to conduct effective training sessions in the Russian language, it is necessary:

- 1) solving the personnel problem;
- 2) determine the topic of communicative-speech situations within the framework of the organized activities of children;
- 3) to select linguistic and speech didactic material corresponding to the age characteristics of bilingual children, the principles, goals and objectives of teaching Russian as a non-native language;
- 4) select adapted texts for listening and speaking;
- 5) compose speech models and typical sentences;
- 6) select the means, forms and methods of teaching the Russian language.

In general, teaching the Russian (non-native) language of bilingual children, taking into account the sociolinguistic and methodological conditions for the formation of early bilingualism, is important in the pedagogical process of a preschool educational organization and actively contributes to solving the problems of the moral, physical, artistic and aesthetic development of children.

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