

## PEDAGOGICAL CONDITIONS FOR PREPARING STUDENTS OF A PEDAGOGICAL UNIVERSITY TO TEACH RUSSIAN

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**Abstract.** The article notes that the socio-economic changes taking place in society place on higher education in the Republic of Uzbekistan the task of solving problems related to the development, in graduates of pedagogical universities, of professional competences that ensure the successful organization of the educational process at school. At the social, scientific-theoretical and technological levels, the formation of a future teacher who is consciously and creatively engaged in professional activity and possesses such personal qualities as initiative, independence, purposefulness and activity is of particular relevance. The development of these personal qualities in future teachers of Russian should be accompanied by a good command of the language they teach and an orientation toward the culture and traditions of the Russian people. In order to increase the effectiveness of the educational environment of a pedagogical university with a view to preparing students to teach Russian, the authors substantiate a set of pedagogical conditions that contribute to the formation of professional competences necessary for future pedagogical activity.

**Keywords:** pedagogical conditions; teaching Russian; pedagogical situations; students of a pedagogical university; professional competence; training future teachers; educational environment of a pedagogical university.

### INTRODUCTION

In the context of the modernization of higher education, the search for solutions to the problem of forming and developing multifunctional competences in students, the most important of which is communicative competence, is becoming an urgent issue in pedagogical theory and practice.

As the head of state Sh.M.Mirziyoyev notes, in order to transform Uzbekistan into a dynamically developing country with a market economy and a high share of intellectual contribution to society, it is necessary to pay special attention to the professional training of specialists in various fields of science and activity. A special role in this training is assigned to teaching staff. Thus, the year 2023 in Uzbekistan was declared “The Year of Caring for People and Quality Education”. This decision is

announced annually by the President of the country in his address to the Oliy Majlis of the Republic of Uzbekistan.

Another document important for our study is the current “Development Strategy of New Uzbekistan for 2022–2026”, which sets out in detail, point by point, the goals of reforming the entire education system of the republic. For example, Goal 44 states: “To continue the work of staffing general secondary schools, especially educational institutions in remote areas, with teaching staff who have higher education”; Goal 46 envisages “increasing the level of enrolment of young people in higher education in 2022 to 38 percent”. This testifies to the important role of training future teachers.

With regard to the subject of our research, it is worth noting the speech of the Chair of the Senate, T.K.Narbaeva: “At present, more than 10,000 general education institutions are functioning in Uzbekistan, in which Russian is included in the compulsory curriculum, and in 10% of these schools instruction is carried out only in Russian.” T.K.Narbaeva referred to the words of the President of the country Sh.M.Mirziyoyev, who emphasized that “the great Russian culture has always been and will remain an integral part of the spiritual life of Uzbek society, and language, as is well known, is an integral part of any culture.” Consequently, it is necessary to train future teachers who are ready to teach Russian (as a foreign language) to children in general education schools (Law of the Republic of Uzbekistan “On Amendments and Additions to the Law of the Republic of Uzbekistan ‘On the State Language of the Republic of Uzbekistan’”).

### **MAIN PART (PRESENTATION OF THE MAIN MATERIAL)**

Since the study of any foreign language is accompanied by the need to motivate learners, special complexity in this process is associated not only with mastering Russian, but also with the willingness to convey to pupils of Uzbek schools the specifics of acquiring this language. At the same time, it is obviously necessary to prepare students – future teachers – to introduce learners to the culture and traditions of the language being studied. In this regard, the substantiation of the use of pedagogical conditions that promote the acquisition of Russian by students of pedagogical universities themselves comes to the fore (Ponomareva, 2021).

In the education system, pedagogical conditions are understood as a set of factors that ensure the effective functioning of educational activity aimed at achieving a specific goal (Gan et al., 2021). According to A.Ya.Nain, pedagogical conditions act as a necessary component of the learning process, since they are oriented toward solving specific problems in teaching and increase the success of pedagogical activity (Ponomareva, 2021). Thus, in our study, organizational and pedagogical conditions are understood as a combination of declarative and immanent factors that ensure the successful implementation of the set educational tasks; as a totality of organizational-

content and socio-economic determinants that increase the effectiveness of learning Russian by students.

Preparation of students to teach Russian is essentially embedded in the way pedagogical disciplines are taught and presupposes the creation of pedagogical conditions that determine organizational forms and techniques of learning Russian which bring students closer to real professional practice (Ponomareva et al., 2022).

The first pedagogical condition is the inclusion, in classes devoted to learning Russian, of situations in which students assume various social roles: guide–tourist; shop assistant–customer; doctor–patient, etc. In addition, in class it is necessary to use various interpretations of personality – linguistic, communicative, meaning-forming, creative and others – in implementing such concepts as World, Life, Friendship, Love, Labour, etc.

The implementation of the first group of conditions is aimed at forming communicative competence and was carried out in accordance with the leading principle of the cognitive-discursive paradigm of linguistic knowledge.

The use of the concept of the “speaking subject and addressee” in Russian-language classes contributes not only to organizing interaction, but also to various combinations of denotative and connotative meanings of linguistic units. In lectures and practical classes in Russian, we relied on the general scientific nature of the three-dimensional model developed by Yu.N.Karaulov, which consists of linguo-cognitive, verbal-semantic and motivational components (Karaulov et al., 2008).

The second pedagogical condition is the development of a pedagogical syllabus for the independent performance of a set of research and analytical tasks outside the educational process. “The syllabus as a means of organizing students’ independent work is that regulatory mechanism which ensures the activation of cognitive activity and the independent determination of the students’ ‘self-movement’ toward solving the tasks set” (Kashtanova et al., 2016).

In the formation of language competence in students – future teachers – the pedagogical syllabus allows for the formulation of a clear sequence of actions for performing research tasks that are routed according to a given algorithm, a sequence of tasks and their correlation with the topics studied (mainly text work). An important component of the pedagogical syllabus is the reflective one, which acts as one of the constructive resources in the awareness of personal achievements in mastering the components of language competence (Kashtanova et al., 2016).

It should be noted that there is no strictly fixed algorithm for constructing a syllabus, and therefore, within the context of forming language competence, the teacher defines the requirements for the work in the structure of the syllabus, the list of research tasks and the form of reporting.

A rational organization by students of their independent work on tasks of a research nature is important; at the same time the teacher's function is support and pedagogical guidance (Bubnovskaya, 2013).

We emphasize that, within the logical-procedural and content structure of the pedagogical syllabus, students independently record, accumulate and evaluate their achievements, purposefully increase the results of their individual activity, assess its conformity with the specified criteria, acquire critical self-reflection in assessing their own strengths and weaknesses, and the dynamics of their abilities and skills in organizing and conducting pedagogical work and readiness for future professional pedagogical activity.

The set of tasks for students that require a research, analytical approach in performance can be very diverse; for example, to construct an associative-verbal network for the word “dom” (‘home/house’): dwelling – hut – flat – building – izba – abode – cottage...; to select adjectives for it (what can it be like?): parental – multi-storey – five-storey – cosy – rural – residential ...; to compose a fixed expression with the given word and explain its meaning: to feel at home – to own a house – housework – a home child...

These tasks are accompanied by a section of the pedagogical syllabus entitled “Methodological Recommendations”, where students can familiarize themselves with the rules for writing an essay on a given topic, selecting Russian proverbs and sayings, etc.

In this pedagogical condition, the pedagogical syllabus appears as one of the forms of independent activity that has its own logic, is regulated by the consciousness and activity of the individual and is functionally directed toward satisfying the cognitive and intellectual needs of students, contributing to their understanding of the specifics of the Russian language.

The third pedagogical condition is related to the involvement of students in professional and pedagogical activity. Professional and pedagogical activity presupposes the development of various skills and abilities in seminar classes, psychological and pedagogical practicums, teaching practice at school, research work competitions, intellectual marathons, etc.:

- **Gnostic skills** – the ability of future teachers to analyse learners, the learning process, the characteristics of a particular group of non-native speakers, the means of teaching Russian, as well as individual capacities (command of the mother tongue), communicative and linguistic abilities; the ability to justify and select methods and means of teaching; to objectively assess the course of the educational process and pupils' achievements;

- **Projective skills**, which include the ability to communicate educational tasks in a free and accessible form, to determine the methodological structure of a

lesson in Russian, to select ways of working with new teaching material and consolidate what has been studied, to be able to predict errors in children's speech, to correct shortcomings and to implement various forms of control (current, intermediate and final);

● **Constructive skills** – the ability to use available material, to select methods and techniques for better mastering the specifics of the Russian language, to independently develop lesson plans of various types, to use communication technologies and Internet tools in the educational process (Ryndina, 2011);

● **Organizational skills**, which largely determine the formation of professional abilities that help focus learners' attention on the key points of the material studied, activate cognitive and communicative activity, motivate and stimulate the learning of Russian, and organize group and individual work of pupils in learning the language;

● **Communicative skills** – the ability to apply various technologies of interpersonal interaction, to select texts that are interesting for study, scenarios of peer communication, and to prevent conflicts in the children's environment.

## CONCLUSIONS

Summarizing the above, it can be concluded that the process of preparing students of a pedagogical university for future teaching of Russian in schools of the Republic of Uzbekistan presupposes their involvement in educational activities aimed at learning the language, with the development of the necessary professional skills and abilities in the course of its direct teaching. The application of the pedagogical conditions developed in the study has a functionally formative potential in developing communicative, linguistic and professional-personal competence in university students – future teachers of Russian. It is important that, under this complex of pedagogical conditions, regarded as necessary and sufficient, professional activity in teaching Russian at school is perceived by students as personally and methodologically significant and as necessary in their future pedagogical work.

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