

## PROBLEMS OF TEACHING RUSSIAN IN PRESCHOOL EDUCATIONAL INSTITUTIONS WITH UZBEK LANGUAGE OF INSTRUCTION

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**Abstract:** The article discusses some problems of teaching Russian in preschool educational institutions with the Uzbek language of instruction. Examples based on the conducted analyses and observations are given. Suggestions are given on some issues of teaching Russian to preschool children.

**Keywords:** Russian language, younger preschool age, Russian language teaching, illustration, children with Uzbek language of instruction, game technologies.

Today in the Republic of Uzbekistan they pay special attention to teaching foreign languages, including Russian, starting from early preschool age. In addition, some non-state educational institutions begin to teach Russian even from early childhood. According to the "State Requirements for the Development of Children of Early and Preschool Age in the Republic of Uzbekistan", the process of familiarization with foreign languages ends at 56 years of age. But despite the created conditions, in many cases children will not be able to learn Russian even at an elementary level (A1) not only after finishing kindergarten, but also after finishing comprehensive school. Based on observations and analysis, we can say that this is due to the imperfection of the methodology for teaching Russian as a foreign language at this stage of education and the lack of a language environment.

We know that many psychologists, teachers and methodologists have made attempts to develop and test various options for teaching Russian as a foreign language to preschool children.

Despite the fact that teachers actively use modern methods and game technologies in Russian language classes, the result remains the same, that is, ineffective. Therefore, in our opinion, special game technologies are needed that take into account the characteristics of the children's native language.

A.A. Dadova notes: "The greatest effect in terms of mastering communicative skills in a foreign language (as practice shows) is achieved by using specially developed games and exercises. The central place in the system of forming oral Russian speech in bilingual preschoolers is occupied by game methods and techniques, didactic games, various exercises and tasks, which is quite rightful. It has been proven that play in preschool age becomes the leading activity in which the child lives and through which he enters into social relations."

The Russian language is interesting for both adults and children and differs from other languages by a number of difficulties. Uzbek children have difficulties in learning this language and this is noticeable at the initial stage of education. First of all, this is due to the peculiarities of the Uzbek language and dialects. Before coming to kindergarten, the child has a social Uzbek speech environment. The child's entire vocabulary that he was able to remember and pronounce

is Uzbek. In addition, many children on the first day in kindergarten develop a character that even their parents had not noticed before. This is constant stubbornness, greed, "wolf" appetite and all the other traits of a melancholic. In our opinion, this is due to a change in the social environment, the appearance of strangers, a new place and others. Firstly, all this affects the change in the child's character. Secondly, it interferes with the conduct of classes. But there is also a positive moment - not all children come to kindergarten being melancholic, there are those who react quickly and understand. These are mainly children whose families have many people or children who live in different (two or more) social language environments. This means that they not only grew up hearing Uzbek speech, but also other languages (Tajik, Kyrgyz, Kazakh, etc.). During our observations, we noticed a girl who is Tajik by nationality. We observed the Tajik girl for some time). We were interested in the fact that she knew both Uzbek and Russian languages very well. In the first two lessons, she was a little shy, did not communicate with anyone, but from the third lesson she joined the lessons and began to repeat all the words that the teacher said. Let's consider two situations. In the first situation, the teacher should notice the child's condition, ask him questions, ask the name of an object or phenomenon, pronouncing it in Russian, ask in his native language with the help of an illustration. For example, - This is a watermelon, Bilol. - What do you think? - What is it? Although he did not understand what she was saying, he will answer after seeing the illustration. The next day, he will ask the same word without the illustration. If the child cannot answer, the teacher will show the illustration again. Little by little, the new student will become interested in the lessons. If he has not sat at the table for several days, he will begin to choose a place for himself, separating his chair from others. In this way, he will partially begin to create a new social environment.

In the second situation, if the child is bilingual or trilingual, then it is easier to work with him. But after several lessons, you will begin to notice difficulties. The child will become bored, he will begin to think that he already knows everything. In such a situation, give him an additional task. Make him learn some short poem with you or at home with his parents. Children with this character are responsible and inquisitive. They try to complete tasks on time and without mistakes.

It should be noted that the purpose of teaching Russian as a foreign language in the Republic of Uzbekistan is communication. Based on this, a number of tasks have been set, the main one of which is the development of oral speech. This suggests that the teacher should think about how to create an appropriate language environment. However, Russian language teachers in kindergartens often use the Uzbek language in order to achieve other goals set for them (in our opinion, secondary). Based on the results of observations, we can say that teachers who conduct their classes mainly in Russian, creating a Russian language atmosphere, have very high results. Their students connect words, make sentences and even participate in dialogues. In addition to the above, the teacher can read from Uzbek folk tales, but only in Russian. In this case, children simultaneously study Russian and learn about the national traditions of the Uzbek people.

The period of preparation for school includes children aged 6-7. In the preparatory group, the child is taught basic ideas about school subjects. At this stage of education, difficulties are

noticed in poorly performing children. These are children who either started kindergarten late or have other reasons for poor academic performance. Such children need additional classes. In such a situation, you can try to make friends with an excellent student and conduct additional classes with both. Then, with a high probability, the excellent student friend will help the lagging student and the latter will become interested in your classes.

At this stage of training, children mainly make phonetic mistakes. When studying letters, children confuse them with other letters. In class, give tasks to everyone, let them draw the letter they have studied in a large size. And you draw an example on the board. In teaching letters, at the end of each lesson, conduct the final stages, using colored chalk. Write the letter that you studied today and the words in a scattered form. Among them there should be words that begin with this letter. Such words are recommended to be written in one color. Distinguishing words by color, students can determine related ones. At this stage of the lesson, children's vocabulary is enriched by at least 5 new words.

Thus, in the study of the Russian language, preschool education is an integral part of the training and in our opinion, every child should go through this stage of training and education. However, many parents choose individual courses in Russian. This is also good, teachers study separately, pay special attention to the child (child), maybe this step is more effective for someone, but this has the following negative aspects:

- the child will grow up without friends;
- there will be no communication with children of the same age;
- it is impossible to use game technologies or they will be ineffective;
- the child will constantly listen to the same speech, etc.

In a group lesson, the child will learn the rules of behavior and communication, how to respect teachers and friends, how to sit at a desk, how to respond to a question, the opportunity to play with different children and much more. In kindergarten, the child not only learns a language or something, but is also educated. We do not suggest parents choose individual lessons at this stage of education and upbringing, since group lessons are more effective than individual ones in teaching the Russian language.

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