# Intensive Methods of Improving Linguistic Competence in the Russian Language of Students of Non-Linguistic Higher Education Institutions in Uzbekistan

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**Abstract**

Modern education puts forward new qualification requirements for graduates of the humanitarian areas of universities in Uzbekistan, according to which they should be able to freely navigate in a variety of sociocultural circumstances, serving not only production or social processes that correspond to their profile, but also communication in the languages of international communication, in particular, in Russian language. The construction of schematic and symbolic models of educational material in the Russian language is possible both within the framework of the supporting technology and outside this framework. However, in any case, it is focused on the operation of transforming theoretical material into a system of conventional signs, mainly graphic ones. The ultimate didactic goal of these transformations is the formation of a systematic scientific understanding of the studied facts in students.

**Key words:** *intensification of RFL learning, learning optimization, traditional RFL teaching methods, innovative RFL teaching methods, reference notes, circuit and sign models, reference signals.*

## INTRODUCTION

In the world, in the light of the increasing need for international dialogue, the demand for learning Russian as a foreign language (RFL) is growing. Along with this, there is a growing need to improve the efficiency of the system of educational technologies, as well as to find means of optimizing and intensifying the process of teaching Russian as a foreign language.

Abroad, significant progress in this regard has been achieved by scientists from the University of Oxford (Great Britain), the Universities of Potsdam and Greifswald (Germany), the University of Kansas, and the University of Iowa (USA). Research work on teaching Russian as a foreign language is carried out at the Russian State Pedagogical University named after Herzen, the Peoples' Friendship University named after P. Lumumba, Voronezh State University (RF).

In the Republic of Uzbekistan, at present, knowledge of the Russian language is not only regarded as a sign of a high cultural development of the individual, but is also an essential factor in the success of a young person in the process of his educational and professional activities. In this regard, the goals and objectives of teaching the Russian language at the non-philological faculties of the universities of Uzbekistan are being rethought. New concepts and approaches to teaching the Russian language are being developed in our republic, new forms and methods of teaching are being introduced into practice.

Modern education puts forward new qualification requirements for graduates of humanitarian areas of universities in Uzbekistan, according to which they should be able to freely navigate in a variety of sociocultural circumstances, serving not only

production or social processes that correspond to their profile, but also communication in the languages of international communication, in particular, in Russian. At the same time, the updated content of education and new approaches to the educational process also require a fundamental revision of the system of educational tools used in teaching the Russian language. One of the possible ways to improve the process of teaching Russian as a foreign language is to introduce new pedagogical technologies into it, including support technology.

The support technology is based on the use of schematic and symbolic models of educational material in the Russian language. The key terms for supporting technology are the terms "reference abstract", "reference signal" and "support". The article by O.E. Konstantinova provides quite clear and generally acceptable definitions of these concepts for us: "Reference abstract is a system of reference signals in the form of a summary, which is a visual construction; reference signal - an element of visibility (diagram, drawing, drawing, cryptogram), containing the educational information necessary for memorization, designed according to the rules of mnemonics (the art of memorization); reference signal - a symbol that causes any associations (sign, word, drawing, etc.), replacing a certain semantic meaning; a support is an oriented basis of actions, ways of external organization of a student's internal mental activity" [Konstantinova, 2017, p. 147-148]. As you can see, circuit and sign models in the reference technology are defined as reference signals.

The construction of schematic and symbolic models of educational material in the Russian language is possible both within the framework of the supporting technology and outside of these frameworks. However, in any case, it is

focused on the operation of transforming theoretical material into a system of conventional signs, mainly graphic ones. The result of such a transformation is the creation of visual aids, i.e. systems of special didactic means. At the stage of their perception, the inverse transformation of schematic and symbolic models into theoretical material is assumed. The ultimate didactic goal of both of these transformations is the formation in students of a systematic scientific understanding of the facts being studied.

Thus, complex mental mechanisms for encoding and decoding information are involved, therefore, the means chosen for this should be extremely relevant, i.e. comply with the principle of visibility.

It should be noted that the very problem of visualization has been posed and solved by linguodidactics for a long time and intensively. However, in the light of scientific and technological progress and the constant improvement of the means of fixing and presenting information, as well as in connection with the constant expansion of the scientific and theoretical base of educational subjects, this problem permanently remains relevant and needs to be constantly improved.

In light of this, it is important to emphasize that visualization is one of the fundamental principles of learning, including the principles of teaching foreign languages. R.K. Minyar-Beloruchev writes about this: "Visibility is a didactic principle of teaching, which proclaims the effectiveness of the living perception of objects and phenomena of the world around us in the process of studying it. When teaching a foreign language, visualization includes the demonstration of objects, drawings, paintings, diagrams, tables, educational films and other audio and video materials. When using

linguistic phenomena as visual material, one speaks of linguistic visualization [Minyar-Beloruchev, 1996, p. 59]. At the same time: "Linguistic visibility is a demonstration of speech patterns and individual linguistic phenomena (phonemes, morphemes, words, sentences) in oral or written form of speech. Language visualization is an indispensable and objectively existing condition for learning a foreign language" [Minyar-Beloruchev, 1996, p. 142]. From these definitions, it can be deduced that in the system of visual aids used in teaching a foreign language on the basis of supporting technology, a special and most demanded category is made up of linguistic visual aids, which, obviously, stand out against the background of non-linguistic visual aids.

The means of non-linguistic visualization include "all ways of presenting extralinguistic factors of the surrounding reality: natural, visual visualization (pictures, filmstrips, films)" [Neznanova, 2021, p. 66]. In their form, diagrams, tables and graphs used in teaching foreign languages, including Russian, are non-linguistic means, but their content is actually linguistic. This allows us to speak about a certain degree of conventionality of the very dichotomy of linguistic / non-linguistic schema and sign models according to RFL. Nevertheless, in most studies of this issue, schematic and symbolic models of educational material in the Russian language are among the actual linguistic means of visualization. So, T.P. Ogluzdina refers to these: "1. Communicative-speech visibility is a visual demonstration of the communicative-semantic function of a linguistic phenomenon in speech (oral and written). 2. Demonstration of linguistic phenomena in an isolated form (phonemes, morphemes, words, sentences, etc.) orally or in writing. 3. Linguistic and grammatical schematic visualization (diagrams, tables, etc.)" [Ogluzdina, 2012, p.

925]. We fully agree that schemes and tables containing information about the paradigmatic and syntagmatic of the Russian language should be classified as a means of language visualization.

## RESEARCH METHODS

In the study, they found their application:

- theoretical analysis of linguistic, methodological and psychological-pedagogical literature on the problem of intensification of teaching Russian as a foreign language;

- research of scientific papers containing a description of didactic, psychophysical, cybernetic approaches to the intensification of teaching Russian as a foreign language

- a method of systematic description of an integral corpus of scientific works as an implementation of an established scientific paradigm.
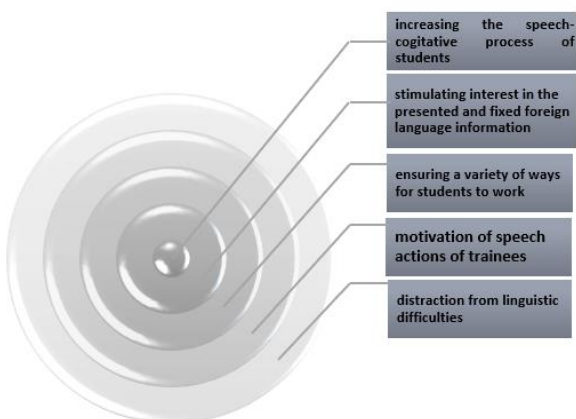
## RESULTS AND DISCUSSION

The concept of intensification of learning for pedagogy in general is not something completely new. In the broadest sense, "learning intensification is understood as an increase in the productivity of the educational work of the teacher and student in each unit of time" (Decree of the President No. DP-5847, 2019). In the reference book by V.S. Bezrukova proposed the following definition of learning intensification: "Intensification is the rationalization of the structure of the education system and the functions of the subjects of the system; the introduction of new, more efficient educational technologies; transition to a multi-level education that ensures the satisfaction of a variety of educational needs; changing the principles of education and the implementation of the humanization, regionalization and democratization of education as principles that

stimulate the development of the system" (Bezrukova, 2000, p. 340). As we can see, in a broad sense, the intensification of learning is understood as a certain change in the entire educational system as a whole.

In the light of this, it can be said that the reforms of the education system taking place in Uzbekistan are ultimately aimed not only at optimizing, but also at intensifying educational processes. To a certain extent, this also applies to the action program laid down in such important documents as the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" (Decree of the President No. DP -5847, 2019) and "The concept of development of the public education system of the Republic of Uzbekistan until 2030" (Concept of development, 2019). These documents have been developed with a very specific goal of improving the quality of education, training competitive personnel and effective organization of scientific and innovative activities. It is obvious that the intensification of teaching Russian as a foreign language fits organically into this paradigm.

Based on the opinion of a number of modern researchers, who discuss the nature of the psychological impact of visualization on students, it is possible to single out a set of didactic tasks performed by its means [Буланова, 2014, с. 105], [Lagun, 2021, p. 30], [Shokarimova, 2021, p. 282] (fig. 2.7)

**Fig.1. Didactic objectives of visual aids**



increasing the speech-cogitative process of students

stimulating interest in the presented and fixed foreign language information

ensuring a variety of ways for students to work

motivation of speech actions of trainees

distraction from linguistic difficulties

**Fig. 2. Factors of efficiency of means of visualization**



system orientation of application throughout the course

high level of performance and accessibility for understanding

motivation of application

expedient and purposeful use at each stage of training and in a specific situation

It seems to us that the list of learning tasks of visual aids is not limited to what is indicated in the diagram. In our opinion, it can include the task of intensifying the memorization of the studied language material, as well as the task of systematizing linguistic knowledge. The successful solution of these problems, in our opinion, is possible if there are a number of factors, the provision of which depends on the teacher. At the same time, we also proceed from the concept of cyclic mutual conditioning of the described factors (fig. 2).

In the case of schematic and symbolic models used as reference signals of the reference abstract, the problem of visual clarity is actualized, which has its own specifics against the background of other forms of clarity - auditory and motor-motor.

The main feature of visual clarity, in our opinion, is the presence of a wide backlash of opportunities in the choice of means and methods of presenting educational material. I.A. Policheva writes about this: "Such a "compression" and visualization of educational information can technologically be achieved by various methodological methods and, accordingly, various schematic-sign models of knowledge representation are known. There is full scope for the creative initiative of the teacher and the student" [Policheva, 2012, p. 507]. This circumstance, among other things, makes graphic and symbolic models of educational material in the Russian language extremely attractive for initiative teachers who approach the process of teaching Russian as a foreign language creatively and with interest. I.A. Policheva also rightly notes: "Schemes are related to situations and can be extended to perceptually effective behavior, language / speech behavior, interactive behavior, etc. and cognitive development, in essence, is growth and progressive organization, complication and differentiation a huge repertoire of schemes against which a concept acquires meaning through a variety of situations and cognitive

tasks that have to be analyzed and classified" [Policheva, 2012, p. 507]. From this it follows that variance is not just some organic property of the schematic and sign models of educational material, but becomes one of the key requirements for their development. In practice, this means that the same linguistic information can be presented for different contingents of students by different graphic means and with varying degrees of detail, depending on the level of their preparation, the main educational direction, mentality, etc. Thus, visibility as a kind of "second reality" becomes no less variable than real reality.

Along with variance, schematic sign models are also characterized by invariance. In this case, we are talking about the so-called principle of the metaplane. According to this principle, the system of conventional graphic symbols used in scientific and methodological literature (or at least within one author's development) should be constant. Variation is ensured by various combinations of these signs, as well as the order in which the reference notes are used in the lesson. In particular, a wide variability of specific methods of implementation of the reference technology is allowed. S.A. Glazunov writes about this: "The reference abstract is needed not by itself, but in order to convey a certain content. Therefore, there can be no single algorithm for working with a reference abstract when studying various topics, when teaching in different groups in different specialties. The options for using the reference outline are determined by the inclinations of the teacher, the level of preparation of the group, as well as the tasks that the teacher sets" [Glazunov, 2007, p. 24]. Nevertheless, in our opinion, following the principle of the metaplan should remain unchanged, which, as already defined above, is of extreme importance when compiling

reference signals in the form of circuit and sign models: "Modern perception of schemes is characteristic of the metaplan principle, it is an invariant set of sign forms (elements) that have a specific purpose, which perform diverse cognitive functions and are able to consolidate and fix in a certain form the results of the objectification of thought processes» [Polaycheva, 2017, p. 507-508].

**Fig. 3. Commonly accepted graphic designations in the structure of the metaplan**



This systemic set of reference signals is called a "metaplane" because it is nothing more than a specific metalanguage, i.e. an artificial sign system consisting of generally accepted graphic designations. These include the following shapes: stripe, cloud, oval, rectangle. With the help of these figures, the basic concepts are "objectified" (fig. 3.).

Thus, the metaplan is nothing more than a general principle for constructing schematic and sign models, equipped with a relatively stable system of symbols and functioning as a "systemic set of reference signals, structurally related to each other and representing a visual construction that replaces the system of meanings, concepts, ideas as interdependent elements» [Konstantinova, 2017, p. 147]. As necessary, when drawing up reference diagrams, straight and curved arrows, ideograms of punctuation marks (question mark, exclamation mark, etc.), as well as circles, triangles and polygons are also actively used. These signs are sporadic in nature and can be established or canceled by the compiler of the basic abstract with appropriate explanations of their purpose. In any case, their geometry should not be complex and excessively varied, because. this entails difficulty in the perception of the reference signal.

It is also important to emphasize that the form of a graphic sign is its differential feature, but in itself it is always completely empty of content. That is why, as it seems to us, it needs inscriptions, i.e. in the use of words (full or abbreviated), phrases, and even sentences that are complete in meaning. We also consider it acceptable to use letters of the Latin alphabet and non-linguistic characters, if necessary, i.e. Arabic and Roman numerals, mathematical signs of addition and equality, etc. Inscriptions, as a rule, are located inside a strip, cloud, oval, rectangle, etc. Somewhat less often, they can be placed under the figures, or to the left and right of them. As private techniques aimed at achieving a mnemonic effect, different fonts and sizes can be used in inscriptions, non-standard combinations of uppercase and lowercase letters, various WordArt visual effects, etc. can be used.

Finally, the applied colors are of no small importance, although a contradiction inevitably arises here. On the one hand, there is a need to make the reference signal colorful and easily remembered. On the other hand, there is a danger of oversaturation of the reference signal with an excessive variety of selected colors or their excessive brightness (saturation). On this occasion, the following recommendations are found in the literature: "The use of color in the metaplan technique is limited to important perceptual features, so the following rules should be observed: use no more than three or four colors in one metaplan; illustrate in one color the same provisions, signs of concepts; avoid bright white, as it dazzles and tires the eyes of students; provide good contrast between figures and background; avoid the combination of red and yellow, as some students cannot distinguish between them; do not forget that color can cause associations, for example, red, yellow and orange, as a rule, indicate instructions that require mandatory implementation [Zuenok, 2016, p. 268]. Of course, all of these recommendations are in the nature of wishes and, if necessary, can be expanded, based on the technical capabilities and aesthetic taste of the compiler of the supporting abstract.

Of great importance is also the way of representing knowledge by means of schematic and symbolic models. Lavrentiev's book presents a very informative overview of such methods [Lavrentiev, 2004, p. 159-179]. So, along with sheets of reference signals (this is how the reference notes of V.F. Shatalov are called in the work), the author highlights the following: Logical structure of educational information in the form of a graph, Production model, Logical model, Semantic network model, Cognitive-graphic elements "Tree" and "Building", Frame model, Synopsis diagram, Memory map. We consider it necessary to

characterize in more detail those of this series of methods, the elements of which can be used in the development of reference signals.

For example, when developing a reference abstract, elements of the semantic network model can be used to a certain extent: "The semantic network model, as a rule, is used to reveal the scope of a concept, that is, those varieties that characterize a given subject. An example of a semantic network can serve as formal-logical methods of reflecting blocks of information on a large scale. Graphs, block diagrams, terminological nests are also varieties of semantic networks. As they are built, not only the scope of the concept expands, but inter-concept connections with higher, lower, adjacent concepts are also established. [Lavrentiev, 2004, p. 163]. In our opinion, block diagrams and terminological nests may well find their application in compiling supporting notes. Note also that the semantic network can take the form of a directed graph, on the vertices of which some key concepts are placed, while its arcs (edges), which are vectors, symbolize the relationship between them. The example of the semantic network "Masha reinforced the chair with glue" presented on the website "WikiGrapp" is reproduced below (fig. 4.):

**Fig. 2.4. Example of a semantic web**
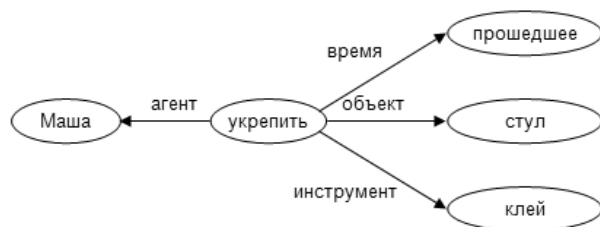


It is quite obvious that such a model can be used to create reference signals that describe the phenomena of Russian syntax, as well as cases of binary oppositions in the lexicon (for example, when describing antonyms) and binary morphological oppositions (for example: perfect - imperfect aspect). However, the full extent of the semantic network as a way of constructing a reference summary for didactic purposes is rarely used.

Another method that is of interest to us is the frame model: "Frame model. (Frame - frame, skeleton, skeleton, minimal description of the phenomenon). A frame in learning technology is a unit of knowledge representation filled in the past, the details of which, if necessary, can be changed according to the situation. Usually a frame consists of several cells (slots), each of which has its own purpose. Using the frame model, you can "compress", structure and systematize information in the form of tables, matrices" [Lavrentiev, 2004, p. 173]. This means that the content of the frame is prepared in advance by the developer of the didactic material, but at the same time, it can be concretized and supplemented in the course of learning with the participation of students: «The frame can be represented as a static support scheme that determines the choice of linguistic (lexical and grammatical) material, and the frame model also involves the inclusion, in addition to the linguistic component (language knowledge), of the extralinguistic pragmatic component, which is undoubtedly extremely important when mastering a foreign language culture» [Lukyanenko, 2015, p. 78].

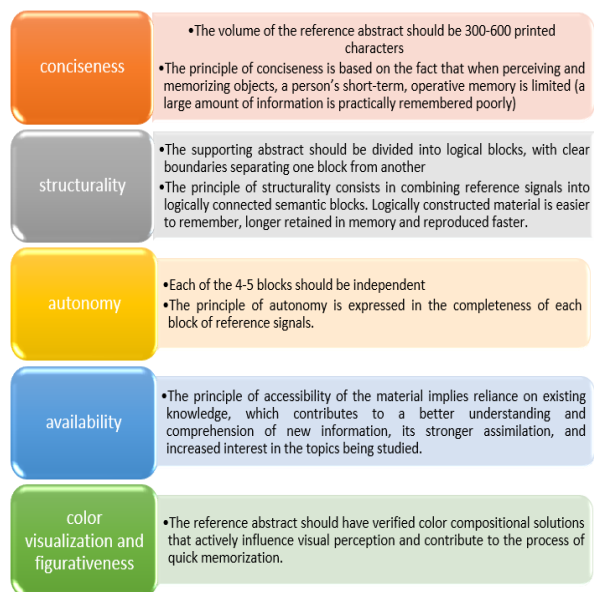As a result, the frame can be viewed as a visualization that involves not just memorization, but also the posing of problematic questions in the course of an interactive discussion. However, in the broadest sense, a frame is an abstract image for representing a certain stereotype of perception, which has a repetitive content core. The mechanism of its didactic impact is based on the use of a person's innate ability to compare

new information with information already known to him. A frame is a certain stereotypical and generally static structure that exists in the human mind. The name of the frame and the number of slots included in the frame remain unchanged. However, the content of the slots can vary, providing an opportunity for choice: "The main difference between a frame and an ordinary scheme is that a frame always involves a choice (of a language expression, a formula unit, etc.), therefore, a support frame scheme can be qualified simultaneously as a form , and as a method, and as a means of teaching " [Lukyanenko, 2015, p. 74]. In any case, the frame model is self-sufficient. In linguistics, it finds its application when conducting a component analysis of a word, since the archaism, integral semes, differential semes - all of these are essentially slots. The frame structure has dictionary entries in most modern explanatory, semantic and associative dictionaries of the Russian language. In addition, the frames are the word-formation nest and the word-formation paradigm. Theoretically, this allows the elements of the frame model to be interned into supporting abstracts when describing (and studying) the phenomenon of the lexical meaning of a word, as well as when studying complex units of the word-formation level.

The possibility of using frames within the framework of the basic RFL teaching technology is also due to the similarity of some of the foundations of the frame and the basic abstract. The fact is that both of these ways of presenting knowledge in a broad sense are the result of the compression of a scientific text. In relation to both methods, the following characteristic is applicable: "Analysis of the text at the level of" key "elements leads to the formation of such a mental formation, which in a collapsed form reflects the meaning of the text as a whole, its content" [Gurina, 2005, p.

25]. Further, developing this idea regarding the frame as a result of the semantic compression of the text, R.V. Gurina comes to the conclusion that "compression, or compression of the material, represents a great potential for teaching a foreign language" [Gurina, 2005, p. 25]. It is no coincidence that there is a fairly large number of studies aimed at developing a frame approach to teaching Russian as a foreign language (see, for example, [Odintsova, 2010], [Tororchik, 2012]). For us, this means the possibility of constructing some of the basic RFL abstracts along the lines of static frames (frames-models and frames-diagrams). Scenario frames, in our opinion, lack such a didactic potential, despite the fact that they play a leading role in cognitive processes.

**Fig. 2.5. Didactic principles for compiling supporting notes**



| conciseness | • The volume of the reference abstract should be 300-600 printed characters<br>• The principle of conciseness is based on the fact that when perceiving and memorizing objects, a person's short-term, operative memory is limited (a large amount of information is practically remembered poorly) |
| --- | --- |
| structurality | • The supporting abstract should be divided into logical blocks, with clear boundaries separating one block from another<br>• The principle of structurality consists in combining reference signals into logically connected semantic blocks. Logically constructed material is easier to remember, longer retained in memory and reproduced faster. |
| autonomy | • Each of the 4-5 blocks should be independent<br>• The principle of autonomy is expressed in the completeness of each block of reference signals. |
| availability | • The principle of accessibility of the material implies reliance on existing knowledge, which contributes to a better understanding and comprehension of new information, its stronger assimilation, and increased interest in the topics being studied. |
| color visualization and figurativeness | • The reference abstract should have verified color compositional solutions that actively influence visual perception and contribute to the process of quick memorization. |

Summarizing the review made, it should be said that the reference abstract exists as one of the most important ways of presenting knowledge that is the result of scientific text compression. Its design should be based on a number of strict rules, some of which may be the result of transferring from other methods of

constructing schematic and symbolic models. However, the most important condition for the creation and use of RFL reference notes is following such didactic principles as conciseness, structure, autonomy, accessibility, color clarity and imagery (fig 2.5.).

Thus, the methodological basis for creating an educational and methodological complex of reference notes and schemes for the formation of linguistic competence in the Russian language among students of non-linguistic universities in Uzbekistan can be characterized as a system of didactic principles, specific rules and recommendations, following which is designed to ensure the effectiveness of its application in the real educational process.

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