



## TEACHING RUSSIAN AS A FOREIGN LANGUAGE FOR MIGRANT WORKERS

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### Abstract

The article examines the experience of developing a Russian language training course for migrant workers: the features of building this course, the target group, the regulatory framework and the problems arising during the implementation of this course. The interpretation of existing methodological terms relevant for the purposes of teaching Russian as a non-native language provides recommendations for teachers working in the classroom of migrant workers.

**Keywords:** Russian language, foreign language, non-native language, migrant, workers, methods, teaching, interpretation

### INTRODUCTION

The current state of the teaching methodology of the Russian language is associated with taking into account the specifics of its linguistic and didactic description, depending on the goals of teaching. Russian as a foreign language (RFL) scientists and teachers identify different types of description of the Russian language: the description of “Russian as a foreign language”, “Russian as a non-native language”, “Russian as a non-Slavic language”, “Russian for migrant workers”, “Russian for bilingual children” etc. Russian as a foreign language and Russian as a non-native, according to many researchers, it is necessary to supplement the description of the Russian language for migrant families, for children born in Russian families abroad, for children born in mixed marriages, etc.

### METHODS AND MATERIALS

Currently, the teaching of Russian as a foreign language is accompanied by a change in the contingent of students being trained, as well as the change of the teaching staff of university teachers, insufficient provision of textbooks and teaching aids that meet modern requirements. In such conditions, there is an obvious need to introduce new approaches and technologies to training, due, among other things, to changes in state standards and requirements for



Uzbekistan, technical training opportunities, as well as changes in the regulatory framework for the situation of foreign citizens in the Uzbekistan.

Traditionally, Russian as a foreign language in the domestic methodology of teaching foreign languages has a number of characteristic features: This subject was formed as a subject of higher education, it was designed for adult education, its practical orientation was to ensure the level of residence in the country, successful socialization and a certain level of education (i.e., proficiency in the language of professional communication was assumed). Now these features of the discipline are changing: the Russian language is extremely in demand for successful socialization in the Russian-speaking environment of various categories of students for whom it is not their native language. Russian is also necessary in modern geopolitical conditions for migrant workers from the CIS countries, migrant children studying in Russian schools, and students from CIS countries for whom Russian is not their native language, but who apply for Russian citizenship. Russian is an open list of these categories, however, for all categories of students, a reasonable combination of teaching methods of Russian as a foreign language and Russian as a non-native language is necessary, taking into account the dual purpose: communicative and professional (educational).

Russian language proficiency is supposed to help students get acquainted with texts on Russian history and law - Russian language training is a priority, since without language it is impossible to master special factual knowledge. All sections of the program are in organic connection with each other, which is a prerequisite for comprehensive preparation for passing an exam of this kind. Russian course consists of separate, self-contained modules, each of which creates a basis for further improvement in the study of the Russian language.

Course participants who have a sufficient level of proficiency in the Russian language are allowed to join the learning process at an intermediate stage to study one or another module of interest to them. That is, this Russian language course can be designed for foreign citizens with or without initial language training. The described course is extremely important and in demand in the prevailing educational conditions, however, knowledge of the regulatory and methodological framework necessary to prepare for the comprehensive exam is a prerequisite, but not the only sufficient one. Our experience shows that the development and implementation of such a course is fraught with many difficulties.



The main difficulty is the heterogeneous level of language training among migrant workers (students speak only spoken Russian, have no language training, have no language training in their native language, etc.). Teaching a diverse level of language training, professional goals, social status, employment of the educational team requires great efforts from methodologists and teachers.

One of the difficulties is also the lack of development of educational and methodological resources for preparing for this exam. Modern theoretical attitudes in the field of methodology, the developed base of linguodidactic testing in RFL, on the one hand, and a poor line of textbooks for this category of students, on the other hand, creates a difficult working situation for the teacher. The main manuals used in our practice are manuals.

The lack of regulatory and legal support for migrant workers, the minimum number of multifunctional migration centers that have specialized Russian language courses, leads to the fact that this category of people often falls to non-professional teachers, Russian-speaking schoolteachers, and other categories of students who do not know the basics of teaching Russian as a foreign language. After initial unprofessional training, we are faced with a situation where migrant workers need to be retrained. Therefore, it is necessary to develop a system of linguistic and legal support for migrant workers, as well as to familiarize students - future teachers of the Russian Academy of Sciences with the peculiarities of working in the classroom of migrant workers in preparation for a comprehensive exam, with methodological foundations and modern technologies for teaching Russian as a non-native language.

## **CONCLUSION**

Solving these problems is a great methodological and social task; the development of such courses, as well as multidimensional work on the language adaptation of various categories of foreign citizens, should contribute to the improvement of the modern methodological system in the field of teaching Russian as a foreign language.

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