

Linguistic Safety of the Future Teacher of the Russian Language as an Object of Scientific Research

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Abstract:

The article deals with the issue of linguistic security, the object of linguistic security, which leads to the formation of certain requirements for the speech behavior of teachers. The hyperobjective and postmetadic functions of the Russian language are given. The question of the role of teacher's communicative training in the context of educational and scientific communication is considered. Purposeful work on the formation of linguistic and methodological skills in the process of professional education allows linguist students, future teachers, to reconcile themselves with the outside world, developing a scientific image of the world.

Key words: speech behavior, thinking, linguistics, safety, linguistic safety, speech, communication, hyperobjective and postmetadic functions, skills, abilities, methods.

1. INTRODUCTION

In modern conditions of increasing trends of globalization and informatization in the development of higher education in the world, the improvement of pedagogical mechanisms for preparing future specialists for effective communication, as well as the development of their global thinking, is of particular importance.

The recognition of the sphere of professional activity of teachers as an area of increased speech responsibility is undeniable today. This means that certain requirements for the speech behavior of

teachers continue to be developed and formed in society.

The main results and findings

In recent years, the interpretation of "linguistic security" has been expanding due to external influences caused by the processes of globalization, as well as internal disorder in the field of education, upbringing, national relations and the psychology of the population.

I.I. Khaleeva drew attention to such a source of danger as the unipolar orientation of society to one of the world languages, which is currently acting as the most important means of communication. As a basic category of linguistic security, mentality is proposed as an individual or mass consciousness, expressed by linguoculturally colored units of knowledge. Thus, linguistic security turned out to be associated with ensuring the full functioning of the Russian language as one of the leading languages of the world. The main problem of

linguistic security is to ensure the sustainable development of the national language in interaction with other languages [12].

Communication in socially significant areas of activity is a real object of study in the linguistic and psychological sciences. Pedagogical communication is no exception to this concept, and the features of oral communication in the field of education are very intensively studied by V.I. Annushkin, V.I. Kankalikom, A.P. Leontiev, A.K. Michalskaya and other scientists. Pedagogical, it examines the rhetorical foundations of communication, the pedagogical style of communication, the prerequisites for the effectiveness of pedagogical speech.

Since the teacher's speech proceeds in the conditions of non-speech, professional activity, the expediency of a systematic interpretation of the characteristics of the teacher's speech as a participant in pedagogical communication. This conclusion is also confirmed by the analysis of the learning process at school, which indicates the lack of special training for professional speech behavior ("Activities developed by people" - 87, 12), teachers cannot fully implement well-thought-out and systematically planned activities in their lessons. The role of communicative teacher training in the context of educational and scientific communication is especially obvious, since systematically relevant, relevant and meaningful speech is at the same time the most important pedagogical tool for presenting the content of education, organizing pedagogical activities at different stages of the lesson and applying teaching methods. This is especially evident in the case of speech. In the communicative context of the educational process, pedagogical and scientific speeches are produced, which are subtypes of scientific speeches. [6]

The teacher's Russian speech is traditionally considered in methodological science in the context of questions about

the content of education, the structure of textbooks, the features of forms and methods of research. In different periods of the development of the methods of teaching the Russian language, the problem of written and oral speech of the teacher was considered in the works of V. Polovtsov (methods of introducing knowledge of the language into school education), P. Basistov (speech functions of teaching methods), L. Polivanov (accessibility, accuracy of teaching speech), the prerequisites for the speech behavior of the teacher in connection with the characteristics of the students), N. Kulman (varieties of "messages" of teachers), A. Barsova (oral communication), A. Alferova (rhetorical skills). [nine]

At present, the research field of speech of a Russian language teacher, represented by the works of T.P. Ladyzhenskaya, is presented in the context of the problem of oral speech as a means and subject of education. The parameters of the teacher's speech considered by scientists (emphasis, genre, means) are components of the system studied by pedagogical rhetoric.

In the conditions of teaching the Russian language, there are factors that form the non-Russian basis of the pedagogical and scientific speech of the teacher and the pedagogical and scientific speech of the student. These phenomena are closely connected in the process of pedagogical and scientific communication and communication. At the same time, the pedagogical and scientific statements of teachers in research work are the result of the action of their mechanisms in the process of professional activity, which are characterized by specific goals and conditions for implementation. [10]

In this article, the backbone aspects of the linguistic and scientific analysis of pedagogical and scientific statements of teachers and the corresponding criteria for their evaluation are based on the fact that all types of communication of scientific knowledge are somehow reflected in organized and structured texts, taken into

account and clarified. The principles of such a structure follow from the communicative task, the nature of the content and the state characteristics of communication. This position is determined by communicative tasks in the pedagogical and speech context, which are related to the organization of the student's cognitive learning activities.

In a didactic situation, "the speaker acts as a carrier of communicative and informational functions", "performs useful and cognitive tasks". Therefore, the typical content of educational and scientific speech correlates with the content of education. The central link in the content of teaching the Russian language at school is the pedagogical paradigm of linguistic knowledge, the model for presenting problems and their solutions, and the significance of its components. The basis of linguistics, as well as other systems of knowledge, is the language expression, logical structure, informativeness, reflexivity and speech in its procedural aspects. The methodological approach to the study of the content and structure of educational and scientific speech is based, on the one hand, on linguistic data relating to the phonetic structure of knowledge representation.

At the end of the 20th-21st centuries, the global process of changes in the modern social and educational space was associated with a complex and controversial reform movement, the loss of ethical standards and the decline in the prestige of the teaching profession. Its institutional role is defined by the words of M.M. Rubinstein, who said, which sounds more relevant today than ever: "The master was the first." Recognizing the importance of the cultural and historical significance of the profession, the scientific and pedagogical community is actively looking for conditions that will help achieve a new quality of preparation for the teaching profession. This search is determined by two main trends: the humanization of teacher education, which

acts as an "integration system that forms principles" (Yu.V. Senko) and a competency-based approach to professional education at a strategic level, "the concept of education modernization", until 2010. The creation of a socio-cultural and practice-oriented model for the training of future teachers is an integral scientific problem for the modern university teacher training system. [7]

A special place in this system is occupied by the professional training of a teacher of oral speech as a teacher, through which he transfers the experience of the world around him in all manifestations of knowledge, both material and spiritual. The hyperobjective and postmetadic functions of the Russian language determine the versatility and versatility of word-formation activity, which can lead the younger generation to a qualitatively different level of education, making it possible to determine the professional training of a native speaker of the Russian language.

A retrospective analysis of the origins of the activities of teachers who are native speakers of the Russian language, the formation of professional ideals allows us to study the origins of the linguistics of methodological competence and determine its essence.

The study of the nature of linguistic and methodological skills in a historical and pedagogical context, as well as a systematic theoretical, methodological and empirical study of the problem of professional training "student-linguist-future specialist" led to a reasonable definition of the concept of "linguistic and methodological skills" as a broad approach to activity, offering fruitful decision.

Distinctive features of linguistic and methodological skills and the specifics of the professional training of future native Russian teachers led to the development of a model for the formation of linguistic and methodological skills. In the model of the formation of linguo-methodological skills, the elements of this structure appear in an

inseparable unity: the project axiological, cognitive component associated with the professional ideal of a teacher-native speaker is reoriented to the method of "monosubjectivity" and used, and the activity of this component creates a framework of pedagogical activity for effective language proficiency by students so that they can solve the professional tasks of language teachers.

Based on this model, pedagogical technologies are created, as a result of which linguistic and methodological competencies are formed. The experience of introducing educational technologies in teaching language skills and methodological training convincingly demonstrates the effectiveness of strategies and tactics applied to the educational process and the cognitive language of students, which correspond to the concepts and theories of the modern progressive education professional: the concepts of humanization and humanitarization, the goal-oriented skills approach, the theory of contextual learning, action theory.

Strategies for coordinating the educational environment in the process of pedagogical interaction between linguists, methodologists and teachers of literature, based on sociocultural, critical, practical orientation, career counseling, interdisciplinary integration, the value of attitude to the Russian language, awareness of the role of the meta-object, understanding, dialogue and reflexivity, cooperation, learning, personification, linguistic analysis and consistent scoring of important professional texts have led linguistic students to an experimental group with a high level of language proficiency.

A unified approach to teaching linguistic skills and methods in academic activities, semi-professional and professional education, as well as the main tasks of linguistic students as informational, communicative and sociocultural, allowed us to effectively solve one of the urgent tasks of the educational process, including

an emphasis on developing the creative potential of future specialists and on the topics and core skills required for their future careers. [8]

Purposeful work on the formation of linguistic and methodological skills in the process of professional education allows linguist students, future teachers, to reconcile themselves with the outside world, developing a scientific image of the world. Self awareness and self realization. Stimulation of intellectual development and enrichment of the mind through the development of modern scientific method; creation of conditions for continuing education.

The experience of teaching the linguistic and methodological skills of linguistic students at universities shows future teachers a fruitful way to learn the professional heights of a teacher who is a native speaker of the Russian language. Thus, the research hypothesis put forward by us was confirmed, and its goals and objectives were successfully solved.

Thus, the Russian language is a big phenomenon in the modern world. It is the most widely spoken language and the most translated in the world.

The Russian language is used in the modern world for communication between people, which is one of its most important functions. He formulates and expresses ideas. This allows people to change the situation for the better. Language and society are closely connected and inseparable. The faster a society develops, the richer its language becomes. New forms of production, new cultures, new vocabularies and new forms of communication are emerging. It plays a role in the development of science, in the expansion of production, in the education of new generations, in education and in all other areas of life. Every year, the Russian language is enriched with new words, some of which disappear from our everyday vocabulary, while others have long entered the modern language.

2. CONCLUSION

We often see situations where the media is very active in promoting distorted language, making many mistakes in their speech without realizing it, although language is an important part of society and has a great influence.

Illiteracy is also a feature of contemporary Russian popular music, which is dominated by the immature younger generation. Over time, meaningless phrases in many songs become an element of communication between young people.

Therefore, the future of the Russian language depends on us. Will it remain one of the strongest and richest languages in the world, or will it join the ranks of dying languages. Realizing the significance of the cultural and historical meaning of the profession, the scientific and pedagogical community is actively searching for conditions that would contribute to the achievement of a new quality of professional development of a teacher.

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