Indonesian Journal of Innovation Studies
Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

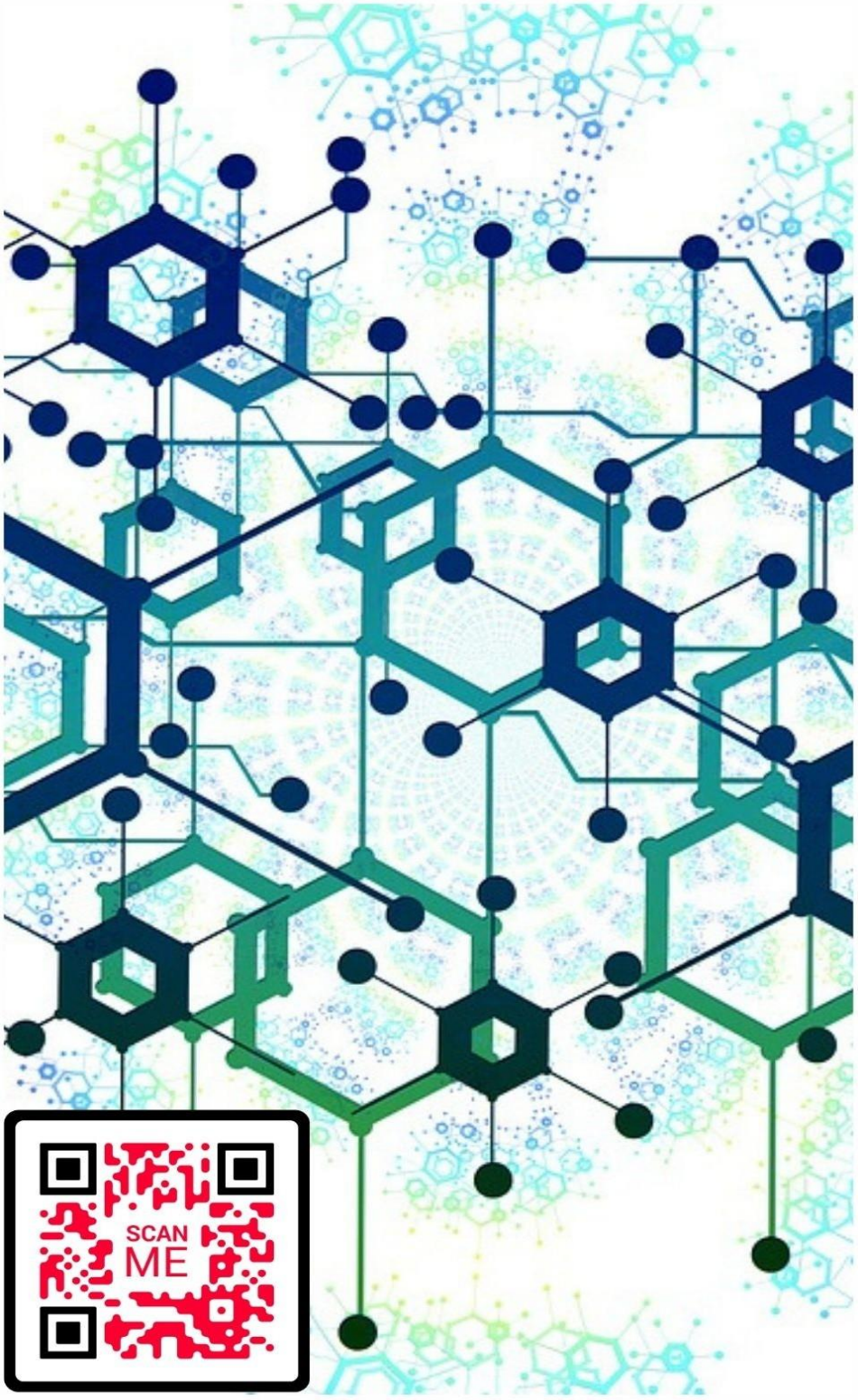
Table Of Content

Journal Cover 2
Author[s] Statement 3
Editorial Team 4
Article information 5
Check this article update (crossmark) 5
Check this article impact 5
Cite this article 5
Title page 6
Article Title 6
Author information 6
Abstract 6
Article content 7

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Indonesian Journal of Innovation Studies
Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

ISSN (ONLINE) 2598-9936



INDONESIAN JOURNAL OF INNOVATION STUDIES

PUBLISHED BY

UNIVERSITAS MUHAMMADIYAH SIDOARJO

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Indonesian Journal of Innovation Studies
Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at http://creativecommons.org/licences/by/4.0/legalcode

Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Indonesian Journal of Innovation Studies
Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

EDITORIAL TEAM

Editor in Chief

Dr. Hindarto, Universitas Muhammadiyah Sidoarjo, Indonesia

Managing Editor

Mochammad Tanzil Multazam, Universitas Muhammadiyah Sidoarjo, Indonesia

Editors

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia

Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia

Wiwit Wahyu Wijayanti, Universitas Muhammadiyah Sidoarjo, Indonesia

Farkhod Abdurakhmonov, Silk Road International Tourism University, Uzbekistan

Bobur Sobirov, Samarkand Institute of Economics and Service, Uzbekistan

Evi Rinata, Universitas Muhammadiyah Sidoarjo, Indonesia

M Faisal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia

Dr. Hana Catur Wahyuni, Universitas Muhammadiyah Sidoarjo, Indonesia

Complete list of editorial team (link)

Complete list of indexing services for this journal (link)

How to submit to this journal (link)

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Indonesian Journal of Innovation Studies
Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

Article information

Check this article update (crossmark)

Check this article impact (*)

Save this article to Mendeley

(*) Time for indexing process is various, depends on indexing database platform

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Indonesian Journal of Innovation Studies
Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

RUSSIAN AS A FOREIGN LANGUAGE: TEACHING READING

Akhmedov B.Y.
RCPPKRNO of Bukhara region,
Associate Professor of the Department "Methods of Teaching Languages",
b.axmedov51@mail.ru

Abstract. Reading is one of the types of speech activity associated with the perception and comprehension of written speech. However, reading contributes to the development of all types of speech activity. We rely on reading in the development and improvement of listening and speaking skills, in teaching students writing.

Reading helps to improve the skills of understanding oral and written speech. For this purpose, such types of exercises are carried out as dividing the text read to oneself or aloud into semantic segments, finding a given semantic segment in the text, drawing up a plan, asking questions about the content, and some others.

Reading is a receptive type of speech activity, in which the following components act in interaction:

1) perception of the graphic form of the word,

2) pronunciation of a word,

3) reading comprehension.

The purpose of reading is to extract information from the printed text in accordance with the communicative setting. Reading is characterized by the mechanism of anticipation (probabilistic forecasting, anticipation) - the ability to correctly guess a word, a phrase by their individual elements.

The “Curriculum for the Russian language of schools of general secondary education with Uzbek and other languages of instruction” [1] lists the skills that

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

students of national schools should master.

Depending on the specifics of the text and the communicative attitude, the following types of reading are distinguished:

1) viewing (establishing a general idea of the content of the text);

2) search (viewing the text to find information known from other sources),

3) fact-finding (obtaining a general idea on the issue of interest),

4) studying (full and accurate understanding of the content of the text and critical reflection on it).

At the Russian language lessons in the Uzbek school, work is being done to develop the skills of reading aloud and to oneself. These types of reading perform various communicative functions: reading to oneself makes it possible to obtain information from the text, and reading aloud - to receive and transmit it to listeners.

At the initial stage, reading aloud is the main one, it allows students to master the sound system of the Russian language, and gives the teacher the opportunity to control the correctness of reading, correct mistakes, achieve a clear pronunciation of difficult sounds, words, etc.

In the traditional methodology, the following requirements are imposed on the quality of reading: 1) correctness, 2) consciousness, 3) fluency, 4) expressiveness.

Correct reading is connected with the observance of the basic norms of the Russian literary language. To develop correct reading skills, it is necessary to systematically exercise students in the pronunciation of difficult sounds, words and grammatical forms.

Consciousness of reading means a complete understanding of the meaning of the text by students, which is achieved if they have a sufficient supply of actively learned vocabulary.

Reading fluency depends on the speed of recognition of the graphic image of the word. This is a reading that does not diverge from understanding. Reading fluency is related to the speed of reading, which depends on the nature of the text and installation

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

on the degree of completeness of understanding.

Expressiveness is the highest level of reading quality, it contributes to a deeper understanding of the content of the text and is possible only on the basis of correct and fluent reading.

Expressive reading means understanding the author's intention, the ability to convey shades of thoughts and feelings expressed in the text.

For expressive reading, you can use the following means:

1) acceleration and deceleration (fast - slow);

2) strengthening and weakening of the voice (louder - quieter);

3) raising and lowering the tone (higher - lower);

4) the use of plastic means (facial expressions, gestures, etc.).

The task of the school is to develop in students the technique of reading, to teach them to understand what they read, to instill in them a love and interest in reading. At the same time, it is very important that the teacher himself always read expressively.

It is necessary to ensure that students read as much as possible, memorize poetic and prose texts, observing the following elementary requirements: read as you speak; read simply and naturally; read in your own voice; pronounce words clearly; learn to read by roles; etc.

To develop speaking skills and abilities, memorization and expressive reading of poems and small sections of a prose text are used, as well as asking questions and answering questions on the text read, a detailed and brief retelling of what has been read, compiling dialogues on the text.

For the development of monologue speech, the informative side of the texts being read is of great importance. Therefore, for the development of monologue speech, it is advisable to involve stylistically neutral texts of a descriptive and narrative nature with a clear storyline, texts that make it possible to continue the plot, supplement it with some details, develop it in a different direction, etc. Emotionally colored texts with a rapidly developing plot are more suitable for work on the

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Vol. 18 (2022): April 2022
DOI: 10.21070/ijins.v18i.610. Article type: (Innovation in Economics, Finance and Sustainable Development)

development of dialogic speech.

The development of writing skills also begins with the formation of the ability to answer questions in writing on a text that has been read or listened to. Directly related to reading are such types of work as presentation, review of the book read, annotation, etc.

Reading contributes to the implementation of the links between teaching the Russian language and the course of literary reading and Russian literature, which also contributes to a more successful mastery of Russian speech.

The understanding of what was listened to can be judged, for example, by the student's story, by his answers to questions, by whether he can choose the correct answers to the questions posed among a series of data, convey facts that are directly related to the expression of the main idea of the text, etc.

As you move from class to class, it is necessary to complicate the texts themselves and the conditions of listening. In grade IV, students are offered texts entirely on the studied material; in subsequent grades, unfamiliar words are included in the texts so that students understand them in the proposed context. The complication of the conditions will also consist in leading students to listening to speech without visual support, to the perception of the speech of different people.

Reading skills are assessed in terms of correctness, fluency, expressiveness and reading comprehension. To this end, the teacher observes the reading of students, and also finds out how students master the skills of working with text. Text skills are taken into account with the help of students' answers to questions and posing questions to the text, highlighting the main idea and heading individual parts of the text, consistent retelling of the content. The teacher checks reading skills to himself by talking about the content and retelling the read text by the students.

References:

1. State standard and curriculum Russian language for schools of general secondary

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

education with Uzbek and other languages of instruction. Tashkent, -2017

2. Arkhipova E.A. Fundamentals of methodology for the development of students' speech. - M., 2004.

3. Akhmedova L.T., Lagai E.A. "Modern technologies for teaching the Russian language and literature" T: 2016

4. Ахмедова Л.Т., Кон О.В. «Методика преподавания русского языка». Ташкент – 2013

5. Akhmedova M.B. Ways of translation of ‘spirituality’ terms in English and Uzbek languages. Proceedings of the ICECRS,November 2019 (https://doi.org/10.21070/icecrs.v4i0.124), DOI 10.21070/icecrs.v4i0.124

6. Bahodirovna, A. M. . “Semantic Field of ‘Spirituality’: Lexical Analysis and Psychological, Philosophical Features”. European Journal of Life Safety and Stability (2660-9630), vol. 14, Feb. 2022, pp. 124-31, http://ejlss.indexedresearch.org/index.php/ejlss/article/view/468.

7. Laylo Khaydarova, & Norova Sarvinoz. (2022). Translation in Fashion and the art of dressing. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact Factor: 7.429, 11(02), 64–66. Retrieved from https://www.gejournal.net/index.php/IJSSIR/article/view/219

8. Khamroyevna, K. L. (2021). The Analysis of Education System in Uzbekistan: Challenges, Solutions and Statistical Analysis. European Journal of Life Safety and Stability (2660-9630), 9, 90-94. Retrieved from http://ejlss.indexedresearch.org/index.php/ejlss/article/view/148

ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).