

**DICTIONG AS A METHOD OF DIFFERENTIATED LEARNING FOR STUDENTS
WITH A NON-RUSSIAN LANGUAGE OF TEACHING**

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ABSTRACT

The article deals with the issue of the development of written speech of students of secondary and secondary specialized education in Uzbekistan. The causes of the problem are analyzed. Various types of dictation are offered as a way to develop students' literate speech on the example of the Russian language. A differentiated approach is recommended to teaching the Russian language as a solution to the problem of written illiteracy.

Keywords: differentiated approach, level approach, written speech, Russian language, educational and creative types of dictation: vocabulary, visual, pictorial and graphic.

The topic of a differentiated approach to education has become one of the urgent tasks that require not only theoretical, but practical application in the educational system. The reason for this opinion is that today's youth is growing up purposeful, inquisitive, creative, as well as a person who can boldly express his opinion on every issue and approach it critically. In turn, all this requires from each teacher constant self-development, creative and critical approach in teaching the subject.

In our opinion, modern youth is divided into two categories according to interests and the level of knowledge they acquire: the first part is inquisitive, active in scientific and social life, has great achievements in the field of knowledge; the other, on the contrary, dreams of living well away from science and earning money the easy way, forgetting that knowledge is the basis of all the income of a full life, that constant work brings joy, elevates a person.

In the words of a famous Russian literary scholar D. S. Likhachev "every person is obliged to take care of his intellectual development. This is his duty to society, in which he lives, and in front of himself" [1]. In turn, the intellectual development of a person is inextricably linked with his literacy. It is an urgent requirement of modern society.

Unfortunately, in recent times, written illiteracy has been observed among the majority of young people, and this has led to the fact that in the age of technology and information, they have become inattentive to this type of communication. Young people in oral and written speech freely began to use words that do not correspond to literary norms. Especially their correspondence



by phone or on the Internet without respecting the generally accepted language rules led to the displeasure of the intelligentsia. But despite this, she continues to speak and write in her language, overflowing with foreign words not accepted in speech, vernacular and jargons, without thinking about the consequences that negatively affect the language.

Recently, despite numerous open critical discussions made by famous scientists and educators, grammatical errors are made in television and radio broadcasts, in school textbooks, which are considered centers of culture and spirituality. To express a personal opinion in writing on a particular issue, to draw up an official business document for a certain part of the youth has become a difficult process.

In our opinion, the reason for the undesirable circumstance was:

- 1) inattentive attitude to the written speech of students at school;
- 2) application in the educational process of educational and methodological material without the careful conclusion of the control commission;
- 3) the development of a "free" style of communication (most often vernacular and dialectic) on the Internet, etc.;
- 4) broadcasting of television and radio programs without the control of a corrector;
- 5) negligence in the implementation of legal measures to eliminate illiteracy, etc.

Based on many years of pedagogical experience, we would like to dwell on the development of Russian written speech of students of national groups of secondary and secondary specialized education.

Learning a foreign language, including Russian, is a necessary condition for educating a highly cultured young generation. But it is no secret that in recent years the attention of teachers has been most focused on the development of oral speech. That is why we often encounter with spelling errors in advertisements, in media materials, and even in textbooks. What about young people who study Russian with great interest, along with other foreign languages?

The study of the Russian language in Uzbek groups in all educational institutions is aimed at the ability to speak fluent Russian both orally and in writing. Strong knowledge of the grammar of the Russian language improves the culture of communication in this language, allows speakers to communicate freely and competently with native speakers.

One of the conditions for the development of Russian written speech of students is dictation, which is widely used in the educational process.

Usually, the dictation in the methodology includes "a description of the essence, meaning; nomination (names); types of dictations by purpose, nature of examples, language richness; principles of selection of initial didactic material and requirements for its difficulty; methodological requirements to the activities of the teacher - reading technique, the procedure for conducting a dictation of a particular type; normativity of checking and evaluating control dictations, etc." [2, p. 21].

Usually, dictation is considered as one of the proven and appropriate types of work in teaching spelling. Spelling exercises alone are not enough to develop the skill of writing. Therefore, it is necessary to practice different types of dictation, which at the same time serve both the assimilation of spelling and the development of speech. Some types of educational and creative dictations also have this opportunity.



Learning dictations include vocabulary dictation. Vocabulary dictation differs from other types in that words are dictated,

not sentences or text. And this does not require a lot of time in the educational process and helps the teacher to enrich and activate the vocabulary of students on a particular topic. "Vocabulary five minutes" with a record of words that are difficult for students with a non-Russian language of instruction in every class, helps them prevent writing mistakes.

Vocabulary dictation can be both educational (warning, explanatory), and control (verification), the volume of which, in our case, from 10 to 20, depending on the stage of training. This type of dictation is carried out in combination with other types of work, it takes no more than 5-7 minutes in time [3, p. 10].

We offer from many years of pedagogical experience the methodology for conducting the dictation "Self-Check".

"Self-check" is a type of warning dictation. But there are no special techniques for this type of dictation. The process and its organization depends on the teacher and on the level of knowledge of the group.

At the same time, preferably on a three-element board, 2-3 students of different levels (weak, intermediate and advanced) of knowledge of the Russian language at the same time write words under the dictation of a teacher (or a strong student), the rest write in workbooks, for example, the following adverbs according to the previously studied adverbs that require special attention

in spelling: *кое-где, где-то, еле-еле, по-русски, докрасна, издалека, слева, направо, (одеть) по-летнему, (поступил) по-дружески...*

After writing the dictation, the students at the blackboard check each other one by one under the supervision of the teacher. At the same time, the teacher explains the rules for spelling words written with an error. We usually ask you to write ten words, and each correctly spelled word is worth 10 points. This method helps the teacher in a short period of study time, firstly, to effectively, easily and fairly evaluate the student on a 100-point system, and secondly, to determine the level of assimilation of the studied material. On the basis of the checked work, other students in the role of "teacher" at the same time check the work of their comrades, exchanging notebooks, and give them appropriate marks according to the teacher's instructions.

And when writing a "silent" dictation, a student who has prepared in advance demonstrates certain movements, and the rest watch him and find words. Different words are used to avoid repetition. For example, to reinforce the topic "Verb", you can offer the following movement verbs: *сидеть, писать, спать, встать, читать, прыгать, шагать, взять, наливать и др.* Vocabulary dictations should also "systematically include words in which schoolchildren made mistakes when writing essays, presentations, or when performing various kinds of written exercises." We fully agree with the opinion of A. V. Tekuchev, who noted that the advantage of vocabulary dictation is that it is economical and allows you to write down a large number of words in a short time [4, p. 273].

Visual dictation is considered one of the varieties of teaching dictation. This type of dictation with a differentiated approach to learning is offered to students of intermediate and advanced



levels of knowledge of the Russian language. Usually the text (words, sentences, passages from fiction), previously written on the blackboard, is read by students, analyzed, and, if necessary, translated, then erased or closed, and students write from memory, after which a check is carried out. This type of dictation can be carried out in the form of a self-examination, as we previously suggested. To write this type of dictation, students need to offer meaningful and interesting topics that cause them emotional and intellectual excitement, develop memory and figurative representation. For example, an excerpt from a poem by S. Yesenin:

Белая берёза

Под моим окном

Принакрылась снегом,

Точно серебром.

Pictorial dictation. This creative type of dictation is recommended for strong students, but it is possible to do it in differentiated groups, selecting texts for different levels of complexity. For example, “My Family” is for beginners, “My Daily Routine” is for intermediate students, “My Plans” is for advanced students.

Visual dictation is a written work, during which students listen to the text and reflect their idea in the drawing, after finishing the work they demonstrate it. Short and entertaining texts enable students to see not only the specific features of the material being studied, but also to depict the subject. This type of dictation develops students' logical thinking and their creativity to the language being studied.

With a creative graphic dictation, the teacher invites students to compose phrases or sentences according to the proposed schemes. For example, according to morphology or syntax, it is proposed to compose simple (complex) sentences:

For Beginner level A1:

1. Elementary A 2:

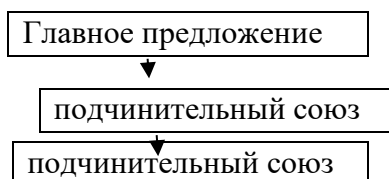
Мы знаем, что _____ ===== *или*

_____ и _____ ===== , потому что они учатся хорошо.

2. Intermediate B1:

1-простое предложение	союз	2-простое предложение
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или





In all the types of dictation we have considered, the training of students is carried out on the basis of one rule. Automation of skills is possible only if the acquired language skills are used in more difficult conditions, they are included in creative speech activity.

These types of written works arouse exceptional interest among students, help to avoid spelling and stylistic errors in speech, develop spelling skills, and ultimately increase the culture of communication in Russian.

It is advisable that dictation, as an effective type of written work, can be used to test knowledge at the initial stage of the lesson, when submitting a new topic and when consolidating the studied material. The dictation will be effective and justified if it has a target task.

In conclusion, we can say that dictation is an effective type of work in the development of written Russian speech of students with a non-Russian language of instruction.

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