

ISSN 2063-5346



RUSSIAN LANGUAGE TEACHING METHODOLOGY AND NEW PEDAGOGICAL TECHNOLOGIES

Nasiba Umarova¹, Nigora Yusupova², Nino Abaeva³, Nigora
Giyasova⁴

Article History: Received: 01.02.2023

Revised: 07.03.2023

Accepted: 10.04.2023

Abstract

The method of teaching the Russian language begins with teaching the language to elementary school students. The first method of teaching Russian is a practical technique. Psychological and pedagogical patterns of the educational process are similar to the needs of society. At the heart of these needs are the means of communication. Communication tools determine the ways of teaching Russian to students in accordance with their language characteristics. The method of teaching the Russian language consists of literary parts, language skills of students, grammar concepts, changes in the language system over time (assimilation) and other parts of language science. Methodology; Pedagogy, psychology and philosophy at the intersection of disciplines. These disciplines have a common interest.

Key words: language details, Russian language, methods, methodology, literature.

¹Lecturer at the Department of Languages, Tashkent State Technical University named after I. Karimova. Uzbekistan

²Lecturer at the Department of Languages, Tashkent State Technical University named after I. Karimova. Uzbekistan

³Lecturer at the Department of Languages, Tashkent State Technical University named after I. Karimova. Uzbekistan

⁴Lecturer at the Department of Languages, Tashkent State Technical University named after I. Karimov. Uzbekistan

DOI: 10.31838/ecb/2023.12.s1.134

Language is one of the most interesting communication tools in the hands of people. To use the language correctly, you need to learn the features and details of the language (Egorova, 2008). The methodology is designed to test the student's language understanding and analytical skills. The methodology is designed to study the language and analytical skills of the student. (Lvov, 2007). Linguistic analysis enforces the difference between language proficiency levels (Galay, 2012). Methodology also affects the level of knowledge and skills of students. The method finds the reasons for the student's successes and mistakes. There are 4 basic rules in the teaching methodology. The first is "why", the second is "what should I teach", the third is "how to teach" and the fourth is "why not use another way".

Methodology, pedagogy and philosophy are social sciences. These sciences investigate the orientation of the personality. Methodology and these two sciences explore the foundations of language, the goals and objectives of language teaching. The methodology of the Russian language works with the methodology of philosophy, psychology, pedagogy and linguistics. This is very well defined in Babaytsevan's book *Russian Pity*. Linguistics works directly with other branches of science.

Methodology and philosophy are directly related. Language and the science of thought are directly related. Society and individual sciences are directly connected. These results help to improve the methodology (Barabanova, 2014). According to another idea, the method of teaching the Russian language includes the language skills of students, grammar, assimilation and Russian literature (Litnevskaya, 2006). Language methodology; discipline at the intersection of other disciplines, namely pedagogy, psychology and philosophy. These

disciplines are of common interest (Barabanova, 2014).

In 1844, Buslaev wrote his famous work "On Teaching the Russian Language". In this paper, for the first time in the history of Russian pedagogy, a methodological system is presented (Barabanova, 2014). Buslaev says that "it is necessary to distinguish between the method of teaching and the method of teaching." Buslaev study, first of all, the ability of students to correctly use information in their speech. Buslaev made groups according to the type of "knowledge and skills, teachings and exercises." Second, Buslaev says that students' ability to learn is the role of language learning.

He divides it into two forms of learning: the student finds the truth with the help of a teacher (heuristic method) or the current knowledge of the language is studied (dogmatic method). Usually, the first method of these learning styles is preferred. Alferovan's book "Native pity in high school, Opit method", published in 1911, and the textbooks "Russian language", written by Shcherba in 1952, contributed to the development of teaching methods. These books describe the language systems to be developed through speaking, listening, reading and writing. Thus, he builds his methodological system. Shcherba believes that the best methods of teaching Russian are reading grammar, reading literary examples, and doing systematic exercises. Throughout his life, Shcherba worked to improve the quality of Soviet universities, to prepare Russian and foreign language textbooks, and to develop school curricula. The work of Shcherba and his students was the main work in the preparation of Russian dictionary collections (Larin, 1977).

Method

The literature search was carried out on the basis of printed academic research on the methods of teaching Russian language and

literature within the framework of the study. Scientific research on the methods of studying languages, articles, Ph.D. dissertations, printed scientific books are considered.

Literary review The Russian language as the national language of the Russian people is the basis for the formation and improvement of speech. Language is not only a means of accurate speech, but also an instrument of thinking. The development of language contributes to the development of thinking, and vice versa. While its analysis generates a decomposition of objects by elements, synthesis is the study of objects in their entirety and interactively. The study of the linguistic and speech phenomenon is influenced by universal methods of analysis and synthesis. Analysis of the phonetic composition of the word, parts of speech, parsing, proposed by the decomposition of objects by elements. The Russian language is one of the richest languages in the world, this is a generally recognized fact.

KG. Paustovsky wrote: "Real love for the motherland is impossible without love for their language." In the "Preliminary Program ..." one of the goals of studying the Russian language is the education of a citizen and a patriot, the formation of ideas about the Russian language as a spiritual, moral and cultural value. Selection of materials for lessons, audiovisual materials, types of tasks students are motivated by the desire to uncover the treasures of Russian vocabulary and phraseology, to improve the ability to express all the features of the Russian language by its linguistic means "in all tones", in order to arouse admiration for the Russian language among students who are too proud of its diversity to do well express thoughts and feelings in Russian.

The principle of connection with the study of Russian-language literature

In the practice of teaching the Russian language, works of art are used. Students

learn to create various speech types of language models: description, argument, narration. This principle is achieved through an individual approach to students, based on their competencies and skills.

An example of such a differentiated approach to learners based on their competence is the rather traditional task of making lists of words that are "easy to miss" from dictation. Students are then asked to study:

- 1) To determine from which parts of speech these words are taken,
- 2) Create a sentence including this word,
- 3) Create other words from this word, the more the better.

These tasks are very useful for improving vigilance, when students look at the alphabetical structure of words, they memorize them. There are three levels of difficulty in these tasks; first mechanical copying, then analysis - to determine what part of speech it came from, and the most creative level - synthesis - the creation of new words in a sentence.

Method of grammar and spelling.

It includes teaching writing and calligraphy, the formation of elementary grammatical concepts and spelling skills. Students for the first time realize language as a subject of study, analysis and synthesis. They learn how to build sentences correctly, as well as improve writing skills, which differ from oral speech in their graphic form, vocabulary and syntax. The methodology of language development should further enrich the children's vocabulary; develop their oral and written skills.

Russian language teaching methods are based on foreign experience (Nuans, 2017). The well-known linguist, Professor Academician Lev Vladimirovich Shcherbo noticed and developed these methods. Teaching reading, writing and speaking is an important aspect for the formation of

specific language skills and abilities. Methods of teaching the Russian language are inseparable from developmental psychology and pedagogical psychology. The reading technique is also based on literary theory. The next part of the main methods of teaching the Russian language is pedagogy.

Modern methods of teaching literature are based on the valuable experience of language and literature teachers of the past. The history of methodical thinking is inextricably linked with the development of Russian society and Russian literature, with the names of famous scientists and artists, writers and teachers who were the first authors of textbooks, teaching aids, articles on the theory and history of literature. There is no single universal methodology for teaching a language (Dolgova, 2008). Experience has shown the need to combine different techniques depending on the purpose and conditions of training. Preference is given to student-centered technologies that stimulate creativity and increase motivation to learn the language. The study of language and literature is designed to help students interested in achieving maximum fluency. The content of language learning is aimed at the formation and development of all components of communicative competence: language skills are based on linguistic knowledge. The most important component of communicative activity is language competence, based on a certain amount of knowledge, building grammatically correct sentences and understanding the nuances of speech. The most convenient and appropriate form of learning is the lesson. This is practical training. An important condition for a good lesson is the fulfillment of some specific goal that was set before it. Teaching the Russian language is aimed at achieving educational, training and developmental goals.

Solving educational problems contributes to literary education and improving the

culture of communication. The educational goal is to form in students a positive attitude towards the culture of the Russian people and people who speak this language.

The functions of the Russian language lessons are the formation and development of the motivational and emotional spheres of the personality, values, cognitive processes, observation, memory, thinking, language, imagination and intelligence. Thus, teaching the Russian language is based not only on the educational interests of students, but also on the need for communication.

Conclusion

The research method, which is an important component of the general methodological - ray system - a way of interaction between a teacher and a student, is a set of methods of their joint activity. In the theory and practice of teaching the Russian language, there is no single classification of lesser chances of learning. Some scholars use a didactic classification based on the peculiarities of students' cognitive activity. Lerner distinguishes five methods: explanatory content-illustrative, reproductive, problem decomposition method, partial search (heuristic) and research. Lerner distinguishes five methods: explanatory content-illustrative, reproductive, problem decomposition method, partial search (heuristic) and research. In the classification of teaching methods, firstly, the sources of knowledge are put, and secondly, the way of organizing the joint activities of local teachers and students. The sources of knowledge include the following methods: verbal (the source is the living layers of the teacher): lecture, discussion, explanation and analysis of the language (observation language) of syntactic analysis; visual: experiment, observation, practice: different types of exercises, laboratory work. According to the method of organizing the joint activities of the teacher and students,

methods are distinguished: discussion, explanation, independent work. Professor L.P. Fedorenko identifies the following teaching methods:

- Practical methods of language learning - explanation of natural words directly, compiling oral and written communications compiled, drawing up plans, abstracts, annotations, correcting grammatical and stylistic errors in students' speech, teaching how to work with reference books.

- Methods of theoretical study of the language - communication, conversation, reading in the rule book;

Methods of theoretical and practical study of the language - exercises: analysis of linguistic material, study of grammar - analysis, its change, presentation, grammatical design, composition, spelling and punctuation criticism, copying, dictation, learning style - stylistic analysis.

References:

1. Alferova, A.D. (1911). mother tongue in high school. Methodology experience.
2. Babaitseva V. (1997). Russian language. Moscow.
3. Barabanova, M. (2014). Methods of teaching the Russian language. Moscow: Tula.
4. Dolgova, A, (2000). Russian Teaching, Istanbul: Besir Kitap.
5. Egorova, N.V. (2008). Pourochnye development in Russian language. Moscow: Gorka.
6. Galai, D.A. (2012). Russian language. Practical analysis. Cherneva: Kuibyshev.
7. Larin, B.A. (1977). History of the Russian language and general linguistics. Moscow: LKL
8. Litnevskaya, Y. (2006). Methods of teaching the Russian language in secondary school. Moscow.
9. Lvov, M.R. (2007). Linguistic Analysis, Moscow.
10. Nuans, (2017). Russian handwriting practice. Istanbul: Nuance.
11. Sitrikh, A.P. (2008). Russian grammar. Istanbul: Cappadocia Yain.
12. Shcherba, L. (1974). Teaching foreign languages in high school. Moscow: LKL
13. Vladimirovya, R. (1998). Methodology RYaSh: History of methods of teaching Russian. Moscow: LKL.