



METHODOLOGY OF TEACHING RUSSIAN LANGUAGE AND LITERATURE

Tashkenbayev Tashtemir Tashkenbayevich, Boboxodjayev Rashid Xashimovich, Yusupov Shermatilla Rakhmatovich, Nafisa Amanlikova Raxmatullayevna, Tashkenbayeva Diyora Abdurashidovna,

Annotation: The method of teaching Russian language begins to teach language to students in primary school. The first method of teaching Russian language is practicing technique. Psychological and pedagogical laws of the learning process are like the needs of the society. At the beginning of these needs are communication tools. The communication tools define the ways of teaching Russian to students according to their language characteristics. The method of teaching Russian language consists of the literary parts of the language skills of students, the concepts of grammar, the change of language system over time (assimilation) and other parts of language science.

Key words: Methodology; pedagogy, psychology and philosophy at the intersection of disciplines. These disciplines have a common interest.

¹Docent, Department Of Uzbek (Rus) Language Tashkent State Transport University, Tashkent, Uzbekistan; <https://orcid.org/0000-0002-8383-0522>; Tashtemir6026@gmail.com

²Docent, Department Of Uzbek (Rus) Language Tashkent State Transport University, Tashkent, Uzbekistan; <https://orcid.org/0000-0003-2990-5500>;

³Senior Lecturer, Department Of Uzbek (Rus) Language Tashkent State Transport University, Tashkent, Uzbekistan;

⁴Docent, Department Of Uzbek (Rus) Language Tashkent State Transport University, Tashkent, Uzbekistan;

⁵Docent, Tashkent University Of Information Technologies Named After Muhammad Al-Khwarizmi; <https://orcid.org/0000-0002-2505-3729>; Temur.Diya@gmail.com

***Corresponding Author:** Tashkenbayev Tashtemir Tashkenbayevich

*Docent, Department Of Uzbek (Rus) Language Tashkent State Transport University, Tashkent, Uzbekistan; <https://orcid.org/0000-0002-8383-0522>; Tashtemir6026@gmail.com

DOI: 10.53555/ecb/2024.13.05.18

1. Introduction

Language is one of the most interesting tools in people's hands for communication. To use the language well you need to research the language features and details (Egorova, 2008). The methodology is designed to examine the student's language conception and analytical skills. The methodology is designed to examine learner's sense of language and analytical skills. (Lvov, 2007). Linguistic analysis ensures that the difference between languages levels is followed (Galay, 2012). Methodology also works on the knowledge and skill levels of the learners. The method finds the student's reasons for success and mistakes. There are 4 main rules in teaching methodology. The first is "why", the second is "what should I teach", third is "how to teach", and fourth is "why not use another way".

Methodology, pedagogy and Philosophy are the social sciences. These sciences research the direction of the person. The methodology and these two sciences, researches language bases, aims and tasks of language teaching.

Russian language methodology works with philosophy, psychology, pedagogy, and linguistics methodology. It is very well defined in Babaytsevan's "Russkiy pitiy" book. Language science works directly with other branches of science.

Methodology and philosophy are directly related. Language and thought science are directly related. Society and individual sciences are directly related. These results help to improve the methodology (Barabanova, 2014).

According to another idea, the method of teaching Russian language includes students' language skills, grammar, assimilation and Russian literature (Litnevskaya, 2006). Language Methodology; a 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 the Teaching of Russian Language". In this work, for the first time in the history of Russian pedagogy, there is a methodology based system (Barabanova, 2014). Buslaev says "it is necessary to distinguish between the teaching method and the learning method". Buslaev study primarily on the ability of students to use the information correctly in their own speech. Buslaev has made groups as "knowledge and skills, teachings and exercises". Secondly, Buslaev says that the learning ability of the learners is the role of language learning.

It divides it into two forms of teaching: The student finds the truth with the help of the teacher (heuristic method) or the current knowledge about

language is learned (dogmatic method). Usually the first method is preferred from these teaching styles. Alferovan's book "Rodnoy pitiy v sredney škole, Opit method" published in 1911 and "Russian language" textbooks written by Shcherba in 1952 contributed to the development of teaching methods.

These books describe the language systems that need to be developed by means of speaking, listening, reading and writing. Thus, it bases its methodological system. Shcherba thinks that the best methods for teaching Russian language are to read grammar, to read literary examples, and to do systematic exercises. Throughout his life Shcherba worked to raise the quality of Soviet universities, to prepare textbooks of Russian and foreign languages, and to make school programs. The work of Shcherba and his students has been a major work in the preparation of the Russian dictionary books (Larin, 1977).

2. Method

The literature was searched based on the printed academic studies about the methods of teaching Russian language and literature in the research. Scientific researches on language learning methodology, articles, master thesis, and printed scientific books are examined.

3. Literature review

Russian language as the national language of Russian people is the foundation of the formation and improvement of speech. Language is not just a mean of the accurate speaking, but also an instrument of thinking. The development of language conduces to the thinking development, and vice versa. While analysing it originates the decomposition of objects per elements, the synthesis is study about objects integrally and interactively. The study of the language and speech phenomenon is affected by universal methods of analysis and synthesis. Analysis of the phonetic composition of a word, parts of speech, parsing suggested by the decomposition of objects per elements. Russian language is one of the richest languages in the world, it is generally accepted fact.

K.G. Paustovsky wrote: "The true love of country is impossible without the love of their language". In the "Tentative programme ..." one of the Russian language study goals is education the citizen and patriot, formation ideas of Russian language as the spiritual, moral and cultural values. The selection of materials for lessons, audio-visual materials, the types of tasks students are motivated by the desire to reveal the treasure of Russian vocabulary and phraseology, to improve the ability

to express all peculiarities of Russian language by its linguistic means “all tones and shades”, to arouse admiration for Russian language among students, too proud of its diversity, to express thoughts and feelings in Russian well.

The principle of connecting with the study of Russian language literature.

The practice of teaching Russian language uses works of fiction. Students learn to create variety of speech types of language models: description, argument, narration. This principle is achieved by an individual approach to students, based on their competence and skills.

An example of such differentiated approach to students based on their competence is the fairly traditional task of writing lists of "easy to misspell" words from dictation. Then the students are asked to study: 1) To determine which parts of speech these words are from, 2) Create a sentence including that word in it, 3) Create other words from that word, with the more, the better.

These tasks are very helpful for improvement by vigilance, when students peer into alphabetic structure of words, they memorize them. In these tasks are observed three levels of difficulty; first, the mechanical copying, next, the analysis - to determine which part of speech it originated from, and the most creative level - a synthesis - the creation of new words in a sentence.

In school, students form basic skills. No one can remember all the possible cases of the use of words, the rules of compatibility, the stylistic characteristics of the vocabulary and idiomatic composition, etc. That's why more time needs to spent in the formation and improvement of linguistic intuition, which is given at birth, but different people have it at different levels.

Gogol wrote: "In front of you is a mess - the Russian language! Enjoyment is calling you, the pleasure to dive into all its immensity and catch the wonderful laws of it ...” To maintain keeping students interested in Russian lessons instead of being bored during them, the answer is obvious.

- Develop the natural tendency of children to play games.
- Differentiate tasks by their difficulties.
- Create lessons that have a high / positive achievement environment, which we are now talking so much. One of the major subjects that prepare students for professional career of a primary school teacher is Russian language.

Methods of teaching Russian language are the process of learning the language, and its practical use. This science helps to teach the Russian language as a means of communication, as well as to take into account different social needs of society. Methodology of the Russian language will

help students understand the laws governing the formation of students' skills in the field of language, learning systems of scientific concepts of grammar and other sections of the science of language. Series of linguistic sciences such as phonetics and phonology, lexicology and phraseology, word formation, grammar, style framework and spelling are essential foundations of teaching methods of the Russian language. Literary reading method is based on the theory of literature. This method allows students to develop theoretical and practical knowledge in the process of teaching Russian language helps to understand basic concepts, improve professional skills, also it allows students to research and operate instructional literature independently by themselves. Reading and writing teaching method, that is, the elementary reading and writing skills. The task of the subject "literary reading" in the primary school is intended to develop a skills of quick, accurate and expressive reading, and encourage them to create a special attitude toward literature as for an art of words.

The method of grammar and spelling.

It includes teaching writing and calligraphy, the formation of elementary grammar concepts and spelling skills.

Students first realize language, as a subject of study, analysis and synthesis. They learn how to properly construct sentences, as well as improve proper writing skills, which are different from the oral speech by its graphical form, vocabulary and syntax. The method of language development should further enrich children's vocabulary; develop their oral and written abilities. Methods of teaching Russian language come up from the experience of foreign countries (Nuans, 2017). The one who noticed and developed these methods was a famous linguist and professor academic Lev Vladimirovich Shcherbo. Learning of reading, writing and speaking are essential aspects for the formation of specific language skills, and abilities. Russian language teaching methods cannot be separated from age- related psychology, and educational psychology. Reading technique is also based on the theory of literature. The next part of the main methods of teaching Russian language is pedagogy.

Modern methods of teaching literature are based on the valuable experience of teachers, language and literature of the past. History of methodical thinking is inextricably linked to 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, manuals, and articles about the theory and history

of literature. There is no single universal method of teaching language (Dolgova, 2008). Experience has shown the necessity of combining different techniques depending on the purpose and the conditions of learning. Preference is given to student oriented technologies that stimulate creativity and increase motivation to learn language. The scope of language and literature is to help students interested in gaining maximum fluency in communication. The content of language learning focuses on the formation and development of all components of communicative competence: language skills bases on linguistic knowledge. The most important component of communicative activity is linguistic competence, based on a certain amount of knowledge, construction of the grammatically correct sentences, and understanding the nuances of speech. The most convenient and appropriate form of education is a lesson. This is - a practical learning.

An important condition of a good lesson is an implementation of some special goal which has been set before.

Teaching Russian pursues the implementation of educational, training and developmental goals.

Solution of educational problems contributes to a literary education and improving communication culture.

Educational purpose is to create a positive attitude of students towards the culture of the Russian people and the people who speak that language.

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

Choosing the right vocabulary, well-constructed sentences, and commutative functions motivates students, and facilitate communication. Russian language as the national language of the Russian people – It is the basis for the formation and improvement of speech. Principle of systems can identify links between sections of the science about the language (Sietrich, 2008). In linguistics, an ordered set of elements that act as a unit. Principle of systems is of great importance for the practice of teaching Russian. It allows you to show the logical connections between the individual components of the Russian language:

- Phonetics.
- Schedule.
- Spelling.
- Lexicology.

- Phraseology.
- Morphology.
- Syntax. Punctuation.
- Speech.
- Language.
- Types of speech.
- Styles of speech.

The principle of communication in the development of language and thought.

Language - is not just a means of expressions, but also a tool of thought. It contributes to the development of speech and the development of thinking, and vice versa. An analysis of the sound structure of words, parts of speech, of sentences is made by breaking them into their component elements, and research of their relationships.

The principle of combined education.

Russian language - one of the richest languages in the world, it is generally accepted fact. K.G.Paustovsky wrote: "The true love of country is impossible without the love of its language."

In the "model program ..." one of the goals of Russian language is to educate the citizen and patriot, the formation of ideas of the Russian language as the spiritual, moral and cultural values. Selection of materials for lessons, illustrative speech materials, are motivated by the desire to reveal the treasury of Russian vocabulary and phraseology, improve the ability to express "all tones and shades" by means of the Russian language, encourage students to admire the Russian language, to become proud of its diversity, and to express thoughts and feelings by a good Russian speech. Russian language is unusually rich. Where in the world do you find such a wealth and diversity of speech units, for example the verb to swim can have 12 different forms and conjunctions.

Principle of connection with the Russian language literature.

In the practice of teaching Russian language the main text of the works of fiction are used. Students learn to create a variety of texts according to language model and types of the speech (description, argument, narration), using the best of Russian literature.

Principle of creating a successful environment at the lesson.

This principle is achieved by an individual approach to students, according to their competence and skills. The main provisions of the principle contained in my scientific development "Development of motivation for learning the

lessons of Russian language and literature." An example of such a differentiated approach to students, according to their competence is fairly traditional task of writing lists of «mistakable " words by diction.

Then the students are asked to: 1) To determine which parts of speech are these words 2) To create sentences 3) Make a few conjugated words as much as possible.

These tasks are very useful for improving the spelling, when students look carefully into literal composition of words, they memorize them. At school, student form the basic language skills. No one can remember all the possible uses of words, rules of their compatibility, the stylistic features of vocabulary and idiomatic composition, etc. Therefore, students must emphasize attention on the formation and improvement of linguistic intuition, which is given at birth to everyone but at varying degrees. Famous writer Gogol wrote: "Here is a mass – Russian language! Enjoying a deep calling you, the pleasure to dive into all its immensity and catch the wonderful laws of it ..." How to make students to enjoy Russian lessons and not to become bored by it? The answer is obvious. Develop the natural children tendency to game. Differentiate tasks according to the degree of difficulty. To create motivational environment which will benefit students desire to study.

3. Conclusion

The method of the study, is an important component of the overall methodological - ray system - a way of interaction between teacher and students, it is a set of techniques of their joint activities. In theory and practice of teaching Russian language there is no uniform classification of less odds of training. Some scientists use a classification of didactic, which is based on features of cognitive activity of students. Lerner identifies five methods: Explain substantive-illustrative, reproductive, a method of problem-decomposition, partial search (heuristic) and researcher. Lerner identifies five methods: Explain substantive-illustrative, reproductive, a method of problem-decomposition, partial search (heuristic) and researcher. The classification of teaching methods are put first, sources of knowledge, and secondly, a way of organizing joint activities of local teachers and students.

According to the sources of knowledge are the following methods: verbal (source - the living layers of the teacher): lecture, discussion, explanation, and analysis of language (the language of the observation) parsing; visual: experiment, observation, practice: the different types of exercises, laboratory job. By way of

organizing the joint activity of the teacher and students are allocated methods: discussion, explanation, independent work. Professor LP Fedorenko allocates following teaching methods: - Practical methods of language learning - an explanation directly naturel words, the preparation of oral and written messages composed the-making, preparation of plans, abstracts, summaries, correct grammatical and stylistic errors in the speech of students training to work with reference books. - Methods of theoretical study of language - the message, conversation, reading in the book of rules; Techniques theoretical and practical study of language-exercise: analysis of linguistic material, the study of grammar-parsing, modify it, exposition, grammatical design, composition, spelling and punctuation critiques, copying, dictation, the study style - a stylistic analysis, "editing".

References:

1. Alferova, A.D. (1911). *Rodnoy yazık v sredney škole. Opıt metodiki*
2. Babaytseva, V. (1997). *Russkiy yazık. Moskva.*
3. Dolgova, A, (2000). *russkoye obucheniye, Istanbul: Besir Kitap*
4. Egorova, N.V. (2008). *Pouroçniye razrabotki po-russkomu, yazıku. Moskva: Hill*
5. Galay, D.A. (2012). *Russkiy Yazık. Praktičeskiy Analiz. Çerneva: Kuybişev.*
6. Larin, B.A.(1977). *Storiya russkogo yazıka i obsheye yazıkoznaniye. Moskva: LKL*
7. Litnevskaya, Y. (2006). *Metodika prepodavaniya russkogo yazıkav sredney škole. Moskva*
8. Shcherba, L. (1974). *Prepodavaniye Inostrannih Yazıkov v Sredney škole. Moskva:LKL*
9. Vladimirova, R. (1998). *Metodika RYASH: Istoriya metodiki prepodavaniya russkogo. Moskva:*
10. Ташкенбаев, Т. (2022). *Преимущества и недостатки применения метода «Blended learning»-в обучении русскому языку в технических вузах. Журнал иностранных языков и лингвистики, 4(4).*
11. Tashkenbayevich, T. T. (2022). *ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ СРЕДИ СТУДЕНТОВ ТЕХНИЧЕСКОГО ВУЗА. SPECIALIZED BRANCH OF TASHKENT STATE UNIVERSITY OF LAW, 334.*
12. Ташкенбаев, Т. Т. (2018). *РОЛЬ ТВОРЧЕСТВА АЛИШЕРА НАВОИ В*

- ФОРМИРОВАНИИ ГАРМОНИЧНО
РАЗВИТОЙ ЛИЧНОСТИ
СОВРЕМЕННОЙ МОЛОДЕЖИ
УЗБЕКИСТАНА. In Творческое наследие
Алишера Навои и современность (pp. 181-
184).
13. Ташкенбаева, Д. А. (2018).
ОСОБЕННОСТИ ИЗУЧЕНИЯ
КРАЕВЕДЕНИЯ В УСЛОВИЯХ
ВОСПИТАНИЯ ГАРМОНИЧНО
РАЗВИТОЙ ЛИЧНОСТИ. In Колпинские
чтения по краеведению и туризму (pp. 119-
121).
14. Tashkenbayeva, D. (2022).
МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ
ИСПОЛЬЗОВАНИЯ ИКТ НА ЗАНЯТИЯХ
ИСТОРИИ-ОПЫТ И ПЕРСПЕКТИВЫ
(НА ПРИМЕРЕ ТУИТ). Журнал
иностранных языков и лингвистики, 4(4).
15. Юсупов, Шерматилла Рахматович.
«ПРИОРИТЕТНЫЕ НАПРАВЛЕНИЯ
ДЕЯТЕЛЬНОСТИ ОРГАНИЗАЦИЙ
НЕПРАВИТЕЛЬСТВЕННОГО
СОТРУДНИЧЕСТВА В
ОЗДОРОВЛЕНИИ ДУХОВНОЙ СРЕДЫ».
Теоретическая и прикладная наука 2
(2020): 743-748.
16. Бобоходжаев, Р. (2023). Синтаксический
способ образования гидронимов
Ташкентского региона. Журнал
иностранных языков и лингвистики, 5(5).
17. Бобоходжаев, Р. Х. (2024). Марказий
Осиёда нутқ маданиятининг
ривожланиши. Science Promotion, 7(1), 8-
12.