



Forms and Methods of Teaching in the Modern Russian Language Class

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Annotation: the article deals with modern methods of teaching the Russian language. It emphasizes the need for an innovative approach both to the content of the language material and to the correct choice of technologies, effective teaching methods, control of knowledge of the Russian language in Uzbek groups.

Keywords: innovations, vocabulary, computer technologies, language learning, teaching methods, Uzbek language.

In the methodology and practice of teaching the Russian language to students of a national school, the term "learning method" is used in various meanings. A method in a broad sense is understood as a set of specific teaching aids, a certain direction in the educational work of a teacher and students. In a narrower sense, a method is a certain way of teaching. For the purposes of the national school, the division of methods in a broad sense into direct, transferable and combined (mixed) has become widespread. This division was based on the attitude to the use of the native language in teaching non-native. The direct method involves the study of a non-native language directly and directly without connection with the native language of the students. The translation method is associated with the study of a non-native language with the help of a native one. This provides for the semantization of words mainly by translation into the native language and the study of the grammatical structure of a non-native language by comparison with the grammar of the native. The combined method is generally accepted in the national school, excluding the extremes of the above methods and combining their positive aspects. This method involves referring to the native language of students only when necessary, it must combine techniques and means that ensure the formation and development of students' Russian speech skills. Such techniques and means include conversational situations and conversations, reading, games, translation from one language to another, interlingual comparisons, etc.

An important component in the educational process is cognitive interest, which is the fundamental motivation for the active work of the student. Interest in the subject helps to better understand the material. Today, the main task of education is not only the transfer of certain knowledge and skills, but also the formation of personal and professionally significant qualities in the student. This problem is solved by innovative approaches in teaching, shifting the focus from the activity of the teacher to the activity of the students.

It is known that the difficulties of mastering a new language are associated with the student's adaptation to a different culture, customs, traditions, history, values of another people. Therefore, for the effective development of speech in a non-native language, methods are needed that contribute to the acquisition of skills and abilities of speaking, reading and translating [1].

We see the solution in the application of innovative approaches to the development of methods of teaching the Russian language for Uzbek students. To express thoughts in a non-native language, knowledge of the rules alone is not enough, it is necessary, first of all, to expand the vocabulary. To do this, even at the stage of acquaintance with new texts, we use exercises that consist in making



guesses about the content of the text in the context of keywords. We analyze syntactic constructions, identify characteristic Russian vocabulary, study the context of using keywords.

An important role in teaching the Russian language is played by work with a textbook, which continues at home. Working with a Russian language textbook in the conditions of a national school is especially useful. The student acquires the ability to work independently, understand and analyze the material, trains in the technique of reading in Russian. Information in Russian language textbooks is given in a ready-made form by an explanatory method. The textbook also reinforces the knowledge gained from the teacher. The problematic approach to the process of learning in school finds many supporters in the theory and practice of teaching. Independent "discoveries" of students in obtaining knowledge (search method) not only lead to the assimilation of information, but also activate the thinking and speech of schoolchildren and increase their interest in the learning process. However, the self-search method also has weaknesses: it takes a lot of time, and far from any information can be obtained independently. Using search or explanatory methods, it is important to take into account the specifics of the subject, the level of knowledge and development of speech in a given language, the cost of study time, the nature of the information, the ratio of Russian and native languages. Teaching the Russian language in a national school has an even greater practical focus than studying it as a native language. Therefore, the scope of application of the search method here is much narrower. In the lessons of the Russian language in the national school, cognitive tasks associated with the use of various language forms and structures are especially appropriate. Examples of such tasks: "explain why the words "often" and "long" cannot be used with perfective verbs ("write", "shout"); it is known that after prefixes that end in consonants, instead of AND at the beginning of the root, it is pronounced and written Y ("play", "play"), and in the word "Superinteresting" at the beginning of the root it is written And, why? Often the search method should be combined with other techniques. For example, to offer students to compare the signs of a given part of speech in Russian and their native languages, or, on the basis of an independent analysis, to identify the signs of this part of speech themselves. Both already contain elements of the search method. Often, in the process of analyzing the phenomena of language, the teacher uses various additional and leading questions that contribute to the independent search for students: "What do pronouns answering different questions have in common? How to explain the name "complex sentence?". Speech training methods serve to develop the skills and abilities of speech in a given language. The attitude to these skills is the basis for highlighting the imitative (imitative), operational and communicative methods used in speech practice. Skills involve involuntary actions that are usually not realized. The method of speech imitation is aimed at the formation of automated speech skills. When imitating, the student tries to accurately reproduce in oral or written form what he saw or heard. The following techniques are distinguished: repetition after the teacher or tape recorder, rewriting the text without any operations, solving language problems. The operational method is used to perform exercises in which the speech actions of students are associated with the solution of certain problems. In these exercises, you need to underline, highlight, insert, change, exclude, etc. The main significance of this method is the formation of the ability to recognize and use any element of a speech statement. Techniques corresponding to the operational method are instruction by the teacher and the performance of analytical or constructive tasks. 19 The communicative method is aimed at understanding and independently forming units of communication (sentences), as well as coherent messages and texts. The purpose of this method is to develop the ability to understand coherent speech and express one's thoughts. This method corresponds to the methods of conducting and performing works of a creative nature. The method of speech imitation is quite widely used in Russian language lessons at the national school. Imitation actions have little to do with the conscious activity of the student. It is usually limited to understanding the imitation mindset. This determines the advantages and



disadvantages of this method. The advantage of the simulation method is the relative ease, accessibility and simplicity of imitative actions. But mere imitation does not ensure the strength of acquired skills. Only in some cases, imitation actions retain an independent and independent character. The method of speech imitation is necessary when introducing into speech without the help of rules and instructions. There are many such phenomena in the field of pronunciation, orthoepy. The operative method has its own specifics. The operational actions of students are expressed in the conscious definition, selection, grouping or use of any forms, turns, phrases and other units that make up sentences. Performing operational actions on the instructions of the teacher, the student performs a certain exercise. In the methodology of teaching languages, various classifications of exercises are common: lexical, phonetic, grammatical, spelling, depending on what skills are formed during the exercise. More clear is the division of exercises into analytical and constructive. During the analytical task, students observe, identify, choose, classify, write out, emphasize something. In this case, the main text of the exercise does not change. Constructive exercises, on the contrary, involve some changes in the text. Something needs to be inserted, rebuilt, formed. In the conditions of teaching the Russian language in a national school, the information received, as a rule, has a certain speech orientation, and the formation of active speech is even more significant and necessary than in the lessons of the native language. Therefore, analytical tasks in the national school are less common. In the conditions of the national school, analytical exercises are useful: 1) when consolidating knowledge that is especially important for the formation of speech knowledge and skills (for example, to distribute nouns by gender); 2) when generalizing and repeating knowledge about the language. In this regard, language analysis (phonetic, lexical, grammatical) is important. 20 By their nature, constructive exercises are less related to the study of a particular topic. Most of the training exercises on speech models and patterns belong to this type of exercises. This is a verbal reminder of some grammatical scheme, or the replacement of one speech content with another. Training in speech models and patterns should take place on the basis of conscious assimilation of the appropriate forms and structures. All transformative actions should be carried out on the basis of fairly common models and forms. With such training, it is important to observe the principle of accessibility of educational material. The communicative method is of decisive importance for mastering the Russian language in the conditions of the national school. Speech communication begins with the formation of the smallest units of speech communication - sentences. Therefore, the formation of sentences according to speech models and samples is, as it were, a transitional form from the operational to the communicative activity of schoolchildren. It is possible to form the ability to express oneself orally and in writing in Russian by various means. The most effective of them are the preparation and conduct of oral and written works of a creative nature: making sentences, presentations, retellings, dialogues, etc. Carrying out such work in a national school is a very difficult task. The process of speech production for non-Russian schoolchildren is complicated by the interference of the native language, the limited number of language units in the student's memory, and the insufficient development of active speech skills among schoolchildren. We also need special means aimed at activating the process of educational creativity. Among such means, methods and tasks are distinguished that improve the content of creative works; tasks that activate the language form of creative work; affecting both the content and the form of educational creativity. The most common means that enhance the content of creative work include the formulation of a topic, drawing up a plan, a textual basis for presentation, etc. The use of visualization is one of the main didactic principles of teaching. The following types of visualization are widely used in the Russian language lessons at the national school: natural (showing objects), graphic (diagrams, tables), visual (illustrations, photographs, paintings, drawings). Along with these types, various technical means (tape recorder, player, filmscope, video recorder) have become widespread in the modern national school, allowing for visual and auditory perception. All this enriches the learning process, arouses in schoolchildren an interest in



learning the Russian language, develops active cognitive activity and independence of students. Visualization is also used as a technique for creating a speech situation. Depending on the goal set in the lesson, visual aids can be used at various stages of teaching Russian to schoolchildren: when repeating previously studied material, when explaining and consolidating new ones. Showing objects by the teacher facilitates the memorization of words, since the word is associated with schoolchildren with the visual perception of the object itself. The most common form of visualization in Russian language lessons are tables. They help to concretize abstract grammatical material, sentence constructions. Tables in the Russian language differ in their content (lexical, orthoepic, morphological, spelling, syntactic, punctuation), purpose (comparative, reference), form (static, mobile). Lexical tables serve to assimilate the meanings of words and enrich the vocabulary of students, to conduct exercises to activate the studied vocabulary. Phonetic and spelling tables improve the skills of pronunciation and spelling of Russian words. In grammar for the national school, it is important to present the essence of linguistic phenomena that facilitate the assimilation of difficult patterns of the Russian language, they are recommended when teaching, for example, the coordination of adjectives, pronouns, ordinal numbers, participles with nouns, changing parts of speech, types of verbs, prepositions, word order in a sentence. The tables used in Russian language lessons are mostly static. But along with static tables, there are also mobile (dynamic) ones, in which words or parts of words, individual letters appear or disappear. Such tables are convenient when studying the phenomena of word formation and shaping. Reference tables are lexical, orthoepic, spelling tables. They illustrate the use of words in speech, words that are difficult to pronounce, thematically combined words. Poster tables are used to illustrate grammatical material in the form of coherent text or separate sentences. Tables-albums can be compiled on a specific topic or on all topics for a particular class. Visual aids also include handout didactic material. Cards with words, sentences and connected text and tasks for them are widely distributed. The use of cards gives the teacher great opportunities to ensure individual and group work on teaching the Russian language in accordance with the level of knowledge, skills and habits of students. When teaching the Russian language, various schemes are widely used. A grammatical scheme is a graphic representation of the main features of linguistic phenomena. The schemes are distinguished by the brevity of the notation, the use of the main features of linguistic phenomena. They help students to clearly understand the mutual relations of words and parts within a complex sentence. Depending on the purpose and task of the lesson, when using diagrams, students are given various tasks: determining the topic that the diagram is devoted to; compiling your examples in accordance with the scheme; an image in the form of a diagram of the connection of words in a sentence or parts in a complex sentence. In the activation of the language material, in the formation of the speech skills of students in non-Russian schools, the role of educational and artistic visualization, which includes drawings, paintings, postcards, is great. They provide the learning process, develop attention, activity, observation, creative abilities of schoolchildren. Among the various types of visualization in teaching the Russian language in non-Russian schools, educational films and television play a special role. They create a natural speech situation. This is achieved by the mobility of the image, the connection of the image with speech, music. The methodology of working at Russian language lessons with the use of films usually consists of the following: an introductory conversation, in which the purpose of watching the film is reported, issues that should be paid special attention are highlighted; vocabulary work, watching a movie. The teacher can comment on certain parts of the film, explain the meaning of new words for students. When working on the content of the film, the teacher asks questions to find out the extent to which students understand the material being shown. Then, collectively or independently, a film plan is drawn up. The film is re-watched; fully, briefly or selectively, students retell the plot, write a summary. On the material of the films watched, various kinds of oral and written creative work can be carried out. Among the technical means of teaching, a special place is occupied by sound means



that reproduce speech, which makes it possible to perceive correctly sounding literary speech by ear. You can also record the speech and then listen to it. With the help of a tape recorder, various exercises can be carried out for the practical assimilation of the Russian language by students of non-Russian schools. Their peculiarity lies in the following points:

1. tape exercises help the teacher to ensure the development of such types of speech activity as listening and understanding, listening and speaking. They contribute to the development of the correct pronunciation, the development of intonation, the pace of speech, the improvement of skills in the use of grammatical forms and structures;
2. the student gets as close as possible to live speech, which allows him to perceive what is said in different voices, tempo, timbre;
3. the ability to listen and understand Russian speech without visual perception is developed;
4. Performing exercises using a tape recorder speeds up the pace of work in the lesson.

The possibilities of using visual and technical means in teaching the Russian language in the national school are exceptionally great. The teacher must clearly represent all the richness of these possibilities in order to consciously and purposefully apply them in the educational process. In general, it should be noted that much of teaching Russian in a national school coincides with teaching Russian as a mother tongue. For example, the development of competent oral and written speech, pronunciation, intonation; the formation of skills to correctly build a sentence, phrase, text and communicate fluently in Russian. Teaching methods also largely coincide: the use of visualization, the use of creative work, the implementation of various kinds of exercises, and much more.

Simultaneous translations from Russian into Uzbek and vice versa, building an associative array, graphic representation of a word, and the use of other mnemonics have become effective techniques in the Russian language classes. An effective approach in teaching methodology is working in groups in pairs, which allows you to create various speech situations. For the full implementation of communicative competence, native speakers of the Russian language are involved. At present, information computer technologies are widely used in the study of foreign languages. They contribute to the development of students' independence in the process of learning the language material. With the help of training programs and applications, you can expand the boundaries of knowledge, form new methods and ways of self-learning and self-realization. In addition, the implementation of computerized knowledge testing helps to implement the principle of individualization of education [2].

In the Russian language classes, we conduct media lessons. Such classes arouse the interest of students, allow them to focus on the right moments, stimulate activity, and reveal creative abilities. An interesting lesson contributes to a faster and easier assimilation of language material. Internet tests are also conducted both to test students' knowledge on specific topics, and to identify existing gaps in long-studied material, self-assessment of abilities. Summing up, we can conclude that the use of innovative technologies in the practical classes of the Russian language in groups with the Uzbek language of instruction helps to improve communication skills. In addition, the use of modern technologies motivates the teacher to introduce new methods into the educational process.

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