



Effective Methods of Teaching Russian Language and Literature

Xamrayeva Dilafroz Jurayevna

Karshi State University, Teacher of the Department of Russian Language and Literature

Rajabboyeva Nasiba Odiljon qizi, Baxriyeva Gulasar Sadridin qizi

Student of Karshi State University

***Abstract:** This article provides information about effective methods of teaching Russian language and literature. New techniques are understood and their effective aspects are discussed separately.*

***Keywords:** Russian language, Russian literature, method, methodology, innovation, technology, language, efficiency, vocabulary.*

Method comes from the Greek word "methodos" - the way of knowing or research, theory, teaching - the practical and theoretical acquisition of reality, assimilation, learning, guidelines for knowledge, a set of methods, a method of creating and justifying philosophical knowledge.

The history of the method goes back to the practical activities of people. Performing a task a person who has mastered the method can perform this task easily, quickly and accurately compared to others. A person who does not master the method spends a lot of time and effort to do this work. The method can be practical or theoretical in its content. Methods related to the practical activity of a person are also based on understanding and learning the laws inherent in reality. The teaching of methods is called methodology in science. At first, man accumulated knowledge about reality based on observing things and events around him, comparing them to each other, comparing and contrasting them. With the development of the sciences of reality, the guidelines and methods used in the sciences have also improved. Practical (empirical) and theoretical methods of science were created.

Educational method is a method of work that the teacher regularly uses with students, which allows students to develop their intellectual abilities and interests, acquire knowledge and skills, and use them in practice. It is a set of regulated methods of organizing the mutual activities of the teacher and the students in order to achieve the specified educational goal.

At the current stage, the basis of teaching is the systematic-activity approach related to the formation of basic competencies, one of which is communicative competence. Modern life requires the student to have a perfect knowledge of the language, the ability to communicate with different people in different situations without feeling uncomfortable. Therefore, one of the important areas of development of speech and speech of students is the formation of the skills of consistent expression of thoughts in oral and written form, analysis and improvement of written material, and the ability to express a qualified opinion on the subject under discussion. thinking activity.

Practice shows that modern schoolchildren, who are very fond of computers and phones, use more slang phrases, abbreviated words in their communication, often replace lively, cultured speech with facial expressions and gestures. Students are not always able to freely argue in their speech, make generalizations, or communicate freely and freely with each other. Often they try to replace lively, cultural speech with standard everyday facial expressions and gestures, i.e. primitive non-verbal communication methods.



The activity of the teacher is at the center of modern education. The Russian language takes a central place in the primary education system. As a means of knowing the truth, the Russian language provides not only linguistic knowledge, but also intellectual development of the child, forms the conceptual-categorical apparatus, develops abstract thinking, memory and imagination. In recent years, unfortunately, there has been a sharp decline in the interest of students in Russian language classes, there is no desire to expand children's language skills, improve literacy and speech culture. Nowadays, the most important problem that interests all teachers is to improve the effectiveness of the Russian language lesson as the main form of education and upbringing of students.

The teacher of Russian language and literature is faced with a problem: the general decrease in the level of students' speech culture, the contradiction between their intellectual level and the demands of society - the development of a linguistic personality capable of analyzing the information available here. text, create your own speech statement and apply the results of intellectual activity in practice.

Working with the text as a means of building language and communicative competences is a more effective method. Such work is one of the conditions for developing the creative potential of students, filling their vocabulary, and improving the quality of speech. The text is the basis for creating a developing speech environment in Russian language classes. It was the main component of the structure of the Russian language textbook

All the purposes of education are realized through the text text in their complex: communicative, educational, developmental, educational.

The use of the text in learning the Russian language provides a solution to the important problems of school education, such as introducing students to the spiritual richness and beauty of their native language, and educating careful and thoughtful attitude to words.

Working with the text in Russian language classes, scientist - Methodist L.S. Vygotsky (active in education approach). The text is educational material in new generation textbooks and training manuals became a mandatory unit of organization. T.A. Ladijenskaya and M.M. Razumovskaya developed a coherent speech teaching system based on communicative skills, their research formed the basis of existing programs in the Russian language.

At the current stage, a text-based approach has become a necessary condition for achieving a new quality of education, the main content of which is the formation of linguistic and communicative competences of students.

According to methodologists and teachers - practitioners, the following forms and methods of organizing work with the text are the most effective: with the text complex operation; linguistic and stylistic analysis of the text; "Self-dictations"; composition - thinking; text editing; various types of presentations; different types dictations; intellectual - linguistic exercises; working with texts - thumbnail; sync t Speech activity is the ability to create sentences (productive speech - speaking, writing) and perceive statements in the process of communication (receptive speech - listening, reading) activity based. Reading is one of the most important types of speech activity. This is the method of obtaining information in all academic subjects, so the ability to perceive and understand the content of the text mainly determines the success of education. In this regard, the text is primarily the focus of every lesson of the Russian language, academic, scientific, artistic and journalistic.

The issue of using the text as the main teaching tool in Russian language classes is widely covered in linguistic and scientific-methodical literature. In different years of the 20th century famous linguists, psychologists and pedagogues M.T. Baranov, M.A. Rybnikova, N.M. Shansky and other researchers. Today in the works of A.D. Deikina, T.A. Ladyzhenskaya, M.R. Lvov and other modern scientists, he received full justification.



Special attention should be paid to the type of work, such as complex work with text. And here the criteria for selecting texts is very important. They should be interesting in terms of spelling, different in terms of style, type of speech, vocabulary, and contain different syntactic constructions. These are excerpts from the works of A.S. Pushkin, I.S. Turgenev, I.A. Bunin, K.G. Paustovsky and other authors. From the point of view of the content, it is very important for the teacher to carefully treat language, speech, words, to select and analyze texts about the features of the process of creating a word art work. about the perception of a work of art as a type of creative activity. In the education and development of the modern student, texts aimed at the spiritual and moral development of the individual play a special role: culture of memory, attitude to the past, present and future, national traditions, environmental problems, and others, text, create clusters; communication and play situations.

Further stimulation of communicative-cognitive activity and formation of students' language competence by changing the text with dictations (creative, free, recovered, dictations by analogy, continued dictations). The use of dictations develops students' logical thinking and makes the material intellectual teaches recycling.

The technique of working with texts - miniature, as well as the comparison of two texts - is the way from the perception of the text, the concept of the text (through analysis) to the creation of its own statement, composition, which is also important.

One of the important conditions for using the experience of working with text in Russian language classes as a means of developing language and communicative competence of students is the transition from traditional teaching to student-oriented. Pedagogical didactics (for example, changing the traditional structure of the lesson), age characteristics and psychology, taking into account individual creative abilities and motivations of students. There is a revision of traditional teaching methods.

REFERENCES:

1. Djumaniyozova, D. K. Non-standard forms and methods of teaching in Russian language classes / D. K. Djumaniyazova. — Text: neposredstvennyy // Molodoy uchenyy. — 2022. — No. 22 (417). — S. 673-675. — URL: <https://moluch.ru/archive/417/92461/> (data obrascheniya: 27.02.2023).
2. Sardor A., Nafosat A. effectiveness of using didactic games in primary education // PEDAGOG. — 2023. — T. 6. — №. 2. — C. 532-535.
3. M.R. Lvov “Learning to distinguish words and their meanings: Dictionary of polysemantic words, thematic groups of words, homonyms, paronyms, synonyms, antonyms.” 2003.
4. Nargiskhan Isamuddinovna Tokhtayeva Educational methods in teaching the Russian language // Science and Education. 2022. #1. URL: <https://cyberleninka.ru/article/n/rus-tilini-o-khutuda-ta-lim-metodlari> (data obrashcheniya: 27.02.2023).
5. Tolkunovna, Tursunova & Akhmedov, Bekjan. (2022). language and speech aspects of oral and written speech in the teaching of Russian as a foreign language. 1. 3700-3711.
6. Self. The first volume. Tashkent, 2000
7. Khamrayeva Dilafuz Jurayevna. (2023). USE OF DIDACTIC GAMES IN TEACHING THE RUSSIAN LANGUAGE. INTERNATIONAL BULLETIN OF APPLIED SCIENCE AND TECHNOLOGY ECHNOLOGY, 3(1), 131–134. <https://doi.org/10.5281/zenodo.7556374>
8. Khurshida Bakhtyorovna Murodova. (2023). IMPROVING THE EFFECTIVENESS OF THE LESSON USING INTERACTIVE METHODS IN THE TEACHING OF THE RUSSIAN LANGUAGE. INTERNATIONAL BULLETIN OF APPLIED SCIENCE AND TECHNOLOGY, 3(1), 135–137. <https://doi.org/10.5281/zenodo.7556382>