



## **SOME ASPECTS OF THE METHODOLOGY OF TEACHING RUSSIAN LANGUAGE AND LITERATURE**

Ходжаева Феруза Музаффаровна

Преподаватель русского языка в филиале Университета  
нефти и газа им.

И.М. Губкина  
в г.Ташкенте

### **Annotation**

The methodology of teaching the Russian language begins with the teaching of the language of students of the beginning classes. The first method of learning the Russian language is this technique. Psychological-pedagogic zakonomernosti of the process of learning is the needs of society. The method of teaching the Russian language consists of literary parts of the language skills of students, the understanding of grammatics, changes in the language system in time (assimilatation) and other parts of the language language.

**Keywords:** Teaching, training, language, methodology, Russian language, technology, urok, education, innovation, result.

### **INTRODUCTION**

Language is one of the most interesting tools of communication in the hands of people. In order to use the language well, it is necessary to study the linguistic features and details [5, p. 37]. Methodology is used for the study of linguistic conception and analytic abilities of students. Methodology for the study of linguistic and analytical skills of students [3, p. 24]. Linguistic analysis guarantees the observance of differences between linguistic levels [6, p. 22]. Methodology also affects the level of knowledge and skills of students. The method describes the reasons for the student's success and achievements. There are 4 main rules in the teaching methodology. The first is "to something", the second is "what to teach", the third is "how to teach", the fourth is "why not to use another way".

### **MATERIALS AND MATERIALS**

Methodology, pedagogy and philosophy are related to public naukam. These nauki explore the nature of man. Methodology and these two nauki explore the linguistic foundations, goals and objectives of language learning. 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 "The Russian Language". Nauka o language works directly with other Nauki languages.

Methodology and philosophy are directly linked. Language and thinking are directly linked. The community and the individual nauki are directly connected between the community. These results can improve the methodology [3, p. 82]. According to another presentation, the methodology of teaching the Russian language includes the linguistic skills of students, grammatics, assimilation and Russian literature [5, p. 63]. Linguistics methodology; Discipline at the junction of other disciplines, and in the name of pedagogy, psychology and philosophy. These disciplines are of common interest.

## RESULTS AND OPINIONS

The Russian language, as the national language of the Russian language, is the main source of formation and perfection of speech. Language is not only a means of precise speech, but also a tool of thinking. The development of language leads to the development of thinking, and it is not necessary. During analysis, the objects are divided into elements, the synthesis studies the objects of the complex and interactive. The study of the phenomenon of language and speech is influenced by the universal methods of analysis and synthesis. Analysis of the phonetic system of words, parts of speech, razbor proposednogo by razlozhennogo razlozhennogo by razlozhenie obektov na elementa. The Russian language is one of the most important languages in the world, this is a common document.

KG. Paustovsky wrote: "A nastoyashchaya lyubov' rodina is not possible without love for her tongue." In the "Preliminary Program..." One of the goals of the study of the Russian language is the study of the Russian language and the spiritual, cultural and cultural values.

In the practice of teaching the Russian language, the production of artistic literature is used. Students learn to create different speech types of language models: description, reasoning, reasoning. This principle is attained by the individual's approach to students, based on their competence and skills.

An example of such a differentiated approach to students in terms of their competence is the achievement of a traditional contribution to the writing of lists of "easily breaking" words for dictation. Students are invited to study:

- 1) To determine from which parts of speech these words are,
- 2) Make a suggestion by including this word,
- 3) Make other words out of this word, the bigger the better.





These things are very helpful for the improvement of attention, when students are seen in the alphavit line of words, they remember them. In these buildings, three levels of consequence are observed; Snachala mechanic copying, zatem analyse - for determination, from which part of speech it is published, and the most creative level - synthesis - the creation of new words in the proposal.

In schools or universities that are not Russian-speaking, students are provided with basic skills. No one can remember all the possible cases and the use of words, the combinations, stylistic features of vocabulary and concepts, etc. Therefore, more time needs to be devoted to the formation and improvement of linguistic intuition, which is given from birth, but in different people it manifests itself in a different way.

The functions of the uroks of the Russian language are included in the formation and development of the motivational-emotional sphere of personality, valuable, cognitive processes, observation, memory, thinking, speech, imagination and intellect. Thus, the teaching of the Russian language is not only based on the educational interests of students, but also on the need for communication.

The choice of pravilnogo slovarnogo zapasa, the choice of pre-built sentences and commutative functions motivates students and facilitates the community. The Russian language, as the national language of the Russian language, is the basis of the formation and perfection of speech. The principle of the systems is to identify the connections between the languages of the language. In linguistics, it is a standardized set of elements acting as a single whole. The principle of consistency has a greater significance for the practice of teaching the Russian language. It establishes the logical connections between the individual communes of the Russian language:

- ФОНЕТИКА.
- Writing.
- Writing.
- Lexicalology.
- Frameology.
- Morphology.
- Syntaxis. Punctuation.
- Speech.
- Tongue.
- Types of speech.
- Speech styles.





## KEY

The method of research is an important component of the general methodological - radiation system - the interaction of the teacher and students, this is the combination of methods of their joint activity. In the theory and practice of teaching the Russian language, there is no single classification for a smaller shans of learning. Some scientists use didactic classification, which is based on the special activity of students. Lerner distinguishes five methods: explanatory, content-illustrative, reproductive, method of problematic decomposition, method of chastic search (heuristic) and research. Lerner distinguishes five methods: explanatory, content-illustrative, reproductive, method of problematic decomposition, method of chastic search (heuristic) and research. In the classification of teaching methods, there are, firstly, the sources of knowledge, the insights, the organization of the local activities of local teachers and students. According to the sources of knowledge, the following methods are distinguished: slovesny (source - living teachers): lecture, discussion, explanation, analysis and language (language of observation) razbor; Naglyadnye: experiment, observation, practice: different types of control, laboratornaya work. On the basis of the organization of the joint activity of the teacher and students, the following methods are distinguished: discussion, explanation, self-determination.

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