



EFFECTIVE METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

Teaching methods are one of the most important components of the educational process. Without appropriate methods of activity, it is impossible to realize the goals and objectives of training, to achieve the assimilation by students of a certain content of educational material. As for the choice of one or another method in the learning process, the choice of teaching methods is a complex matter, associated with a number of limitations in capabilities, dependencies on specific conditions, reasons, circumstances, etc. The choice is determined by the goals and objectives of the entire educational process, working for training, development and education, in line with the current provisions of didactics. The choice of teaching methods is influenced by a number of conditions and factors of an objective and subjective nature. The purpose of this article is to study the concept and essence of the teaching method, consider certain types of teaching methods and analyze the conditions for the effective choice and application of certain teaching methods.

Keywords: Thoughts, processing, storing information, social groups, grammatical material, communicative role, acquired knowledge, appearance, diversity, equality.

Introduction

The problems of teaching Russian as a foreign language are connected with the formation of the national consciousness of students. The need to solve them cannot but affect the nature of our lessons today. The traditional basis of the university course - the structural-semantic description of the language, necessary for mastering the language norms, is supplemented by the communicative and cultural aspects. Recently, a national-regional component has been introduced into educational practice in the structure of the state educational standard [1]. Until now, the question of the correlation between the state educational standard and the national-regional component has not had an unambiguous solution both in theory and in the practice of teaching the Russian language.

The state standard presents the basic content of the university course of the Russian language for all types and types of educational institutions, which is mandatory for the





educational process, and also defines the requirements for knowledge and skills of students in this subject at the end of the subject [2]. In accordance with the social order (to give a solid knowledge of the language and to form fluency in the Russian language), the modern university course of the Russian language has a cognitive and practical orientation which gives knowledge about language and speech (the cognitive side of the subject) and forms various language and speech skills (the practical side of the subject) [3].

There are three main cognitive goals of teaching the Russian language:

- the formation of a linguistic worldview in students in the language (linguistic competence);
- equipping students with the basics of knowledge about language and speech (language competence);
- aesthetic education of students by means of the Russian language as a subject.

Let's consider these goals in more detail.

Formation of students' linguistic worldview [4]. Worldview is a system of views on the surrounding world, including language as an objective part of this world. It serves as a means of communication for people living today, and served them in the distant past. Language is a means of knowing the life of bygone generations through the monuments of writing left by them. The view of language as an objectively existing communicative system of people is a linguistic worldview. Its formation is one of the most important tasks of teaching the Russian language in modern universities [5]. Students should be armed with a circle of knowledge about the role of language in the life of society and the reasons for its appearance, about the constant development of the language and the factors causing changes in it, about the systemic nature of the language, about the diversity of languages and the place of the Russian language among them, about the functions of the Russian language in modern the world.

The main components of the scientific-linguistic worldview are the following structural elements [6]:

- the role of language in the life of society and the reasons for its appearance;
- forms of language existence;
- language development; systematic language;
- diversity and equality of languages of the world;
- the place of the Russian language among other languages;
- modern functions of the Russian language;
- division of the Russian language into parts [7].

The ideological aspect of the university course of the Russian language is due to the need for constant (from year to year, from topic to topic) appeal to the formation of a



materialistic view of the language, since it is almost impossible to develop it among students in a short time. However, in the process of preparing and conducting lessons, it is necessary to take into account the shortcomings and limitations in the use of modern technologies, such as the problem of the readiness of teachers and the information and educational environment [8].

Each of the structural elements of the linguistic worldview has features in content and requires the use of specific methods of work. Let us dwell on the methodology of their study.

The role of language in the life of society. With the language as a means of communication, it is necessary to introduce students at the very beginning of a systematic course. Knowledge of this function of the language increases the interest of students in the Russian language as an educational subject, the desire to master it well in order to better use the Russian language as a means of communication.

The idea of the role of language in people's lives will develop among students when they get acquainted with the following information [9]:

- language is the most important means of communication between people, a means of transmitting thoughts, processing and storing information;
- only a person has a language of words;
- a person masters the language from childhood, communicating with other people; language unites different generations and different social groups.

Some of this information is communicated to students in the first lessons at the beginning of the university year, then along the way they are reproduced when studying grammatical material. As a result of this organization of work, the idea of the communicative role of language is constantly in the field of view of both the teacher and the students. To consolidate the acquired knowledge, the following types of exercises are used [10]:

- 1) analysis of statements about the role of language in the life of society by prominent scientists and writers;
- 2) selection of evidence that determines the advantages of the language over other means of communication;
- 3) determination of the main idea of the text on the topic of language;
- 4) selection of proverbs about the language;
- 5) writing essays-arguments about the language.



Methods

Language is an evolving phenomenon. The idea of language development should permeate the entire educational process: the content of our subject provides rich material for this in all its parts. This also contributes to the study of literature lessons of works of art from different eras [11].

Separate information about the development of the language is included in the topic "Vocabulary": obsolete and new words, borrowed words - and in the topic "General information about the language", which is studied at the final stage. The idea of the development of the Russian language runs through the texts of many exercises. In the aggregate, for all the years of studying the Russian language, students will receive the following information about the language as a developing phenomenon: over time, the language gradually changes, retaining its foundation; all aspects of the language change, but changes in vocabulary are more noticeable to different generations; reasons for changes in language; development of the Russian language at the present time. The program material of each course allows you to provide students with simple information about the changes that have taken place in the language in the past [11]. In methodology, as in other sciences, the reliability of conclusions and the reliability of recommendations are provided by research methods. They are based on dialectics, which determines the methodology of science (methodology is the doctrine of the methods of cognition and transformation of reality).

The teacher has a problem in which the teaching materials selected by the university from the federal list of textbooks recommended Ministry of Education of Uzbekistan for use in the educational process in educational institutions, is not suitable for working in a multi-ethnic class [12]. The difficulty of research in the methodology of the Russian language, as well as in pedagogy, lies in the fact that the subject under study, as a rule, cannot be isolated from the multifaceted connections and influences and taken in its pure form. The influence of side factors is very strong and often distorts the results of the study.

Scientific research is divided into fundamental and applied: the first are aimed at discovering the patterns of language learning and speech development, solving general theoretical issues of methodology (for example, determining methods for teaching spelling); the latter are aimed at clarifying practical issues (the effectiveness of new teaching methods and techniques, new textbooks, etc.). The methodology uses such research methods as experiment, study of the history of methodological teachings, theoretical analysis of literature on the methodology in related fields, analysis of the subject of study itself - language - for educational purposes, modeling of the educational process and its elements, diagnosis and prediction of difficulties in





teaching, the study of the levels of speech development of students, both on average and individually. An innovative approach to learning allows you to organize the learning process in such a way that the student is both happy and beneficial, without turning into just fun or a game [13].

The methodology is also enriched by studying the experience of the university and the best teachers. In the experience of universities, new methodological techniques, their systems and combinations are born; advanced teachers show high mastery of education. Teachers conferences, publications in magazines, newspapers, and collections serve to study, generalize and disseminate best practices.

The role of research into the activities of students is great: their speech, oral and written, theoretical knowledge and the ability to apply it, mistakes made and their causes. For this purpose, the technique of "slices" is used - written work, testing, questioning, conversations and interviews. A lot of interesting data can be obtained by analyzing the documentation - students' notebooks: doing exercises, writing, cheating; all this lends itself to quantitative processing, allows you to apply statistical methods for generalizing analysis materials [13].

A very common research method is an experiment to test the availability and effectiveness of new programs, textbooks, manuals, new teaching methods and techniques, individual types of lessons and their cycles, and entire learning systems. It can be search, formative, control. The purpose of the search (orienting) experiment is to identify problems, search for starting positions, groping for something new that will be carefully developed and introduced later. These first attempts will give the experimenter an idea of how the new technique "goes", what the level of students'.

The formative (training) experiment is usually lengthy, carefully prepared (carried out according to an approved plan), and strictly fixed. It can be carried out both in laboratory conditions in separate experimental classes, and on a wider scale: a university, a number of universities, a district, etc. - in order to test the new training system. Its course is recorded in protocols or on tape, then the materials are studied and conclusions are drawn. At the beginning of the experiment, at the end of each stage and the entire study, cross-sectional work is carried out. Conclusions in modern research are made not only on the basis of qualitative analysis, but also with the use of statistics and computers.





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