METHODS OF TEACHING RUSSIAN IN TECHNICAL UNIVERSITIES

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Annotation
The principle of connection between theory and practice also has its own characteristics in the study of linguistics: the theory of linguistics is the basis on which the skills of using language units in different communication situations are formed. The implementation of this principle finds a bright expression in language acquisition: each theoretical position is extrapolated to the speech situation.

Keywords: the teacher's message, practice, language acquisition, the speech, cognitive skills, structural-semantic, inter-level and inter-level relations, historical commentaries, normative-stylistic approach.

Introduction
The level of consciousness in mastering the theory of linguistics depends on the activity and interest of the listeners. Principles of Availability, Consciousness and Activity If a Russian language teacher knows how to engage children by selecting those designed to contribute to high-quality assimilation of information, turning them into skills, the effectiveness of the general arsenal of methodological methods. The principle of relevance gives an idea of how to relate new information to previously studied material, and is consistent with the principle of continuity: with this approach not only the interdependence of topics and sections but also the cognitive activity skills previously formed in the listener interdependence in use is also achieved. An important role is played by the competent and purposeful adherence to the principle. is one of the important conditions.

Individual didactic principles provide an idea of the general rules that define approaches to teaching a particular subject. Thus, the priority rules in teaching Russian will be:
- extralinguistic (comparison of language units and realities of life);
- functional (indicating the place and function of the language phenomenon in speech);
- structural-semantic (consideration of linguistic phenomena both in terms of structure and meaning);
- inter-level and inter-level relations;
- normative-stylistic approach to the use of language units;

- Refer to historical commentaries.

Classification features of teaching methods. A method is a combination of methods and forms aimed at achieving a specific learning goal. The method includes an indicator of the method and nature of the organization of students' cognitive activity. There are different approaches in describing the relationship of concepts in didactics, and it is legitimate to define the method as a method of teaching and learning aimed at the transfer and acquisition of knowledge, the acquisition of skills and abilities to apply this knowledge. It is recommended to use an indicator of the level of activity of students, as well as the nature of their learning and cognitive activity as a distinguishing feature in the selection of active rational methods. The following specific features are also taken into account:

- Sources of knowledge (oral, visual, practical);
- methods of logic (analytical-synthetic, inductive, deductive);
- The nature of the training (explanatory, illustrative, problematic);
- The level of cognitive independence of students (reproductive, productive, heuristic);
- The level of difficulty of the proposed material (heuristic, research, algorithmic, the main focus is on programming);
- didactic goals and functions (methods of stimulation, organization and control);
- The type of teacher's activity (methods of presentation and organization of independent educational activities), etc.

The classification of methods according to the source of knowledge acquisition is given in A.V.Tekuchev's fundamental textbook "Methodology of the Russian language" (M., 1987): 1) the word of the teacher (story); 2) conversation; 3) language analysis (language observation, grammatical analysis); 4) exercise; 5) use of visual aids (diagrams, tables); 6) work with the textbook; 7) excursion.

M.N.Vatyutnev proposed a classification of methods used in non-native language lessons:

- grammatical translation (selected texts describe various grammatical events);
- Straight (mastering foreign speech sounds, developing pronunciation rules, modeling sentences);
- phonetic (educational material is presented in phonetic transcription, separate pronunciation of sounds and words is developed);
- natural (techniques for estimating and systematizing conclusions are being developed on the basis of what is already known);
- psychological (combining direct and natural methods with playing learned dialogues);

- audiovisual (mastering key words and constructions, maximum use of visual and auditory techniques);

- audio-lingual (the main focus is on oral speech, memorization of dialogues and their gradual adaptation);

- reading method (teaching children analytical and synthetic forms of reading);

- Structural method (focus on making grammatical patterns).

When it comes to teaching methods in relation to language lessons, it should be emphasized that speech teaching methods ... Thus, the method of speech imitation is designed to form automated speech skills: the student repeats what he hears or writes, imitates should do. The operational method of use is that students perform any speech actions related to finding, highlighting, filling in, modifying, adding, or removing certain units of language. The communicative method involves the awareness and independent formation of units of communication - sentences or coherent texts. He uses retelling, constructing, translating, writing statements, essays, commentaries, theses. The block method, which has a special place in the modern context of language teaching, is characterized by the following features: 1) the topic or situation for conversation is invited to the whole group; 2) preparation for dialogue (polylogue) is carried out in the native language of listeners; 3) the process of translating dialogues is organized; 4) dialogues are studied and practiced during role-playing games; 5) multi-stage creative training exercises are performed; 6) grammatical features of typical constructions are mastered; 7) special tests are used for control; 8) conducting presentations and essays.

Acceptance as an integral part of the method. An integral part of the adoption method is considered to be a type of step towards the goal of learning. If the method is described as a method of mental activity, then the method serves as a means of implementing the chosen method. In other words, style is a strategy, technique is a tactic of working on linguistic material. Among the techniques in the lingvodidactic literature, two main groups are most clearly distinguished: 1) didactic-methodical and 2) topic. Didactic and methodological methods should include logical methods of generalization, side-by-side placement, comparison, systematization, algorithmization, analysis, synthesis, organization and conduct of a linguistic experiment, and so on.) language phenomena. The emphasis on the fact that this technique is not related to certain methods due to its versatility seems to be misleading: to a certain extent, its relevance is reflected in every teaching method. The subject methical technique is peculiar to linguistics. They depend primarily on the nature of the material being studied. In language lessons, highlighting the core of a word, selecting interrelated words, analyzing sounds, distinguishing suffixes and

nouns with prepositions, prepositions, and conjunctions, composing sentences, and others can be examples of such methods in language lessons. Cognitive teaching methods can provide both the acquisition of knowledge in a complete form and the acquisition of knowledge based on the observation of language material. In the first case, the teacher has at his disposal two methods of explanation: 1) the teacher's message; 2) independent analysis of the linguistic text of the textbook by children; the latter has two heuristic methods: 1) conversation; 2) independent analysis of language material.

Practical teaching methods organize the process of consolidating knowledge and developing skills. Consolidation of knowledge is carried out in two practical ways: 1) the method of monologue narration on a linguistic topic; 2) the method of asking questions. The method is performed using special techniques. Techniques are the details of the method, its components, the stages of cognitive activity. A distinctive feature of the technique compared to the method is its incorporation into any method and its partiality.

Methods interact with each other, but neither can be incorporated into another as an integral part; techniques that interact with each other are introduced at the same time as an integral part of any method.

The main methodological methods are comparison and comparison, generalization, isolation, substitution, separation, substitution, algorithmization, analysis and synthesis of some forms or constructions with others.

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