



## HOW TO TEACH RUSSIAN LANGUAGE AND LITERATURE

Usmanova Umida Abdukarimovna

Teacher of the Department of “Uzbek Language and  
Literature” of Karshi Engineering and Economics Institute, Uzbekistan

| ABSTRACT   | KEY WORDS  |
|--|--|
| The communicative orientation in Russian language teaching is characterized by the fact that the development of competencies and skills in verbal communication or communication is advertised as the most important learning goal. The need to connect professional courses with the child's actual language experience, the process of acquiring knowledge, is particularly difficult. | communicative competence, preparation for intercultural dialogue, rhetoric, innovative technologies, interactive methods, pedagogical communication, humanization of the language learning process, personality-oriented approach, text-centrism, text formation, optimization of the language learning process. |

To date, the teaching of Russian in the Uzbek language of instruction has changed under the updated program. Traditional programs offered to study the rules of speech at all language levels and the grammar of the language failed to realize the functional purpose of the language.

The communicative orientation, programming, and prediction of language interaction processes toward speech goals have not been adequately considered. In the updated program, language is studied not as a science, but as a means of successful communication. In Uzbek classes, the subjects of Russian language and literature are studied in an integrated way, contributing to the overall perception and understanding of the meaning of literary texts. Studying the subject "Russian Language and Literature" contributes to the development of oral and written communication skills. Curriculum content on this topic is based on a communicative approach aimed at developing the four skills of speech activity.

The communicative approach considers as its goal the teaching of communicative competence, i.e. the ability to use language for constructive communication. Communicative competence includes the following aspects of language proficiency:

- how to use the language depending on the purposes and functions of the utterance;
- how to use the language correctly according to the situation and the participants;
- ability to create and understand various types of texts (for example, descriptions, reports, interviews, conversations).
- the ability to maintain a conversation, despite the limitations in their knowledge of the language.

The communicative approach involves:

- the communicative orientation of learning, i.e. language serves as a means of communication in real life situations that require communication;
- interconnected training in all forms of oral and written communication;

-the authentic nature of the teaching materials, original texts are chosen for teaching even at the early stages without simplifications and adaptations;

-the principle of intuitiveness. During the lesson, the teacher recreates situations that students may encounter in real life, for example, conversations in shops, on the street, discussion of current topics, daily situations at work or at school, etc. Situational modeling changes daily, creating new communication challenges for students.

Personality-oriented orientation of training. During conversations, students express their opinions, talk about themselves, and discuss topics and issues that are relevant to them. Working in pairs or groups allows students to be creative and active in the classroom.

Therefore, in this approach, students not only acquire knowledge of the language, but also absorb socio-cultural elements. Patterns of behavior in society, norms and knowledge of the culture of the country of the language being learned. This allows you to properly interact with native speakers in real-world communication situations [3].

They are closely connected and arranged in a "spiral". That is, it is repeated several times during the school year, fixed and expanded upon transition to the next class [1].

About language and the process of language acquisition. In this case, it is necessary to turn to the idea of "human-centered" linguistics, in which the central figure is the linguistic personality whose activity is the subject. The realization of communicative learning objectives assumes that language activity occurs in all its forms read, speak, write and listen. Learning objectives, their content, knowledge level, skills and abilities are determined by language, verbal and communication skills. Competence is understood as the set of knowledge, skills and abilities that are formed during the academic teaching of the Russian language and that ensure language acquisition.

Linguistic competence - mastery of the phonetic system, mastery of the phonetic material itself. The formation of linguistic competence includes the study of new layers of vocabulary, strengthening of the accumulation of phrases, assimilation of morphological norms, and acquisition of regulatory norms, management, writing different types of writing, and enriching the language.

## **School kids with syntactic structures.**

Russian fluency in the Russian language is the foundation of the science of the Russian language, the assimilation of the conceptual foundations of the course, the formation of a specific set of concepts, the formation of ideas about how the Russian language is arranged and what changes.

Linguistic competence presupposes mastery of the scientific elements of the history of the Russian language and methods of linguistic analysis of texts. Communicative competencies are the knowledge, skills, and abilities necessary to understand others and to develop a unique verbal and behavioral program that addresses goals, domains, and goals.

This competency includes knowledge of basic linguistic concepts (styles, idioms, how sentences within texts are connected, etc.), text analysis skills and competencies, and appropriate communication skills (relevant to various domains and communication situations). Language communication skills, considering the recipient.

All three abilities are closely related. Only those who possess all three abilities can say that they know a language. Therefore, an important task of the methodology of teaching the Russian language is to: Teaching this relationship to overcome isolation of the three components of the Russian language school course. Communication methodologies in teaching native languages therefore include:

– Overcoming object-centrism. A mother tongue cannot be learned like physics or mathematics. Because your mother tongue is part of your personality. It is necessary to accumulate student activities. Activities aimed at the development of one's own language as activities for the transformation of one's own language.

– Teaching content, tasks, teaching methods and main levels, relevance to thought patterns.

-Language development of students, taking into account age characteristics, orientation to management activities.

-Relying on linguistic concepts such as viewing language from the point of view of her native speaker [Karaulov, 1993; Norman, 1994].

Y.N. Karaulov said that the words linked to other words in the human mind by associative connections (based on phonetic similarity, semantics) proximity or opposition, generality of word formation models, frequent joint use, etc.). A complex network is created, a so-called associative language network.

Thus, the communicative orientation of teaching the Russian language provides conditions for conscious, rather than formal assimilation of knowledge, it contributes to a closer connection between the subject and life, since the performance of educational tasks at the communicative level requires that when creating his text (or answer, oral or written), the student takes into account the characteristics of the addressee, the addressee, the conditions and goals of communication. At the same time, teaching Russian is not limited to the scope of the lesson, but is carried out within the framework of the created with the active participation of the students themselves of the educational language environment. The educational and linguistic environment is understood as the whole body of texts that arise and have circulation within the walls of the school (school laws, newspapers, reports, holiday scenarios, etc.). The task of the teacher is to organize and structure this environment in a special way in order to maximize the impact on the speech development of the child. When implementing a communicative approach, a specially organized language environment is a necessary condition and means of speech development.

## Literature

1. Bakhtin, M. M. Aesthetics of verbal creativity / M. M. Bakhtin. – M.: Nauka, 1979.
2. Bystrova E. A. Communicative methodology in teaching native language / E. A. Bystrova Russian language at school. –1996. – No. 6. – pp. 3-8.
3. Galperin I. R. Text as an object of linguistic research / I. R. Galperin. – M. : Nauka, 1981.
4. Davydov V. V. Theory of developmental learning / V. V. Davydov. – M.: Pedagogy, 1994.
5. Zarubina L. M. Text: linguistic and methodological aspects /
6. L.M.Zarubina. – M.: Enlightenment, 1981. Russian language and linguistic personality / Yu. N. Karaulov. – M.: URSS, 2002; M: LKI, 2007.
7. Kiseleva O. N. Methods of teaching the Russian language: textbook. Manual / O. N. Kiseleva. Tomsk: Publishing House of TSU, 2005.
8. Ladyzhenskaya T. A. Practical methodology of the Russian language: 5 cl.: a book for a teacher / T. A. Ladyzhenskaya, L. M. Zelmanova. – M. : Enlightenment, 1995.