

METHODOLOGICAL ASPECTS OF TEACHING RUSSIAN

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<i>A B S T R A C T</i>	<i>KEYWORDS</i>
<p>The article discusses the approaches and methods used in the methodology of teaching the Russian language. One of the most widely used methods is linguodidactics, which in recent years has shown itself in the effectiveness of the educational approach. The main methods of the theory of language learning are analyzed: didactic and methodological methods. In educational institutions, the use of these techniques is associated with the development of information technology, which is of great importance in the development of the student's personality, intellectual abilities, and moral education of students.</p>	<p>linguodidactics, methodology vocabulary, competence, communication.</p>

Introduction:

It is known that the stages of the methodology of teaching the Russian language are characterized by a peculiar approach, which is called the method in lingodidactics. The method is a strategy in the activities of a teacher and a student, in the system of teaching Russian, in which teaching technologies are used and manifests itself in the effectiveness of the educational process. Certainly, in the process of teaching, the personality of the teacher himself, the organization of the lesson and the communicative character, the introduction of lexical and grammatical material, and the ability to organize at the level of active language proficiency are of great importance. The practice of teaching Russian as a foreign language for national groups is important in methodology and linguodidactics [2]. The methodology of teaching Russian as a foreign language in groups of students is associated with the specific conduct of language material, where groups can be segmented by nationality - various language groups, and from the characteristics of language proficiency - strong and weakstudents in terms of speaking [1].

The presented material for students can be inductive or deductive in nature, therefore, in the Russian language classes, the teacher can use linguodidactic techniques, which include lexical and grammatical minimums for each level of education, at the stages of the lesson, using various exercises, contribute to the development of students' linguistic skills and raise communication skills and abilities of the Russian language.

The most important things in teaching Russian, are the approach, the main theoretical provisions, and the learning systems that are used in various areas of the learning system. Didactic and methodological

techniques are of great importance in the theory of language learning. Didactic techniques are used in all subjects studied in educational institutions and are generally positive, but specific learning paths are chosen for the specifics of the subjects [3]. Methodological techniques are called linguodidactic - associated with the teaching of the Russian language and are used as lingua-methodological techniques in the Russian language classes. Recently, the modern development of methods of teaching Russian is associated with the use of didactic methods in educational processes, which is called personality-oriented. In educational institutions, the application of this approach is associated with the development of information technology, which is of great importance in the development of the student's personality, intellectual abilities, and moral education. In the programs of the Russian language, the basis of the component is systemic knowledge, skills, and abilities. Today, these characteristics form part of the content of the program, including such components as communication and cultural approaches or teaching methods. Of particular importance is the communication skills of students, this approach develops communication skills and easy ways of communication

Cultural character is also of particular importance in developing a culture of spiritual development among students in establishing a connection between national traditions. When choosing a student-centered approach to teaching Russian, it is important to pay attention to techniques and teaching methods. This method is interconnected with the communicative method of teaching Russian in the process of teaching Russian, where students are the subject of the educational process, and in the organization of learning situations. The approach focused on the development of personality is aimed at the development of personal characteristics, for the subject knowledge, the identification of the principle of individualization of students as a subject of the educational process. It is relevant to develop new ways and methods for the development of students and the creation of new pedagogical technologies. It is certain that in the educational process, the teacher tries to implement an individual approach to each student, to identify the characteristics of the students. The application of a personality-oriented approach is considered effective, through indirect accounting of the characteristics of personal properties, such as temperament, memory, and thinking of students [2]. As is known, each student has his own peculiar psychological character - temperament, psychological type, etc., and therefore the perception of the material also has a varied character according to the type of psychological characteristics. According to the experiments of psychologists, it was revealed that students have differences in the possibilities of mastering the language. Students who are flexible in behavior, proactive, and sociable are called extroverts by psychologists, while others who are closed, passive in communication, and prone to introspection are called introverts. Students with logical skills, according to the conducted experimental data, master the language of 20-30% of students. In this process, the systematization of language material is of great importance for the formation of communicative abilities. According to the perception of theoretical material on language acquisition, students can be divided into labile and inert groups, in which those labile to the perception of the material are less connected with the logical-grammatical aspect of the language, with the speed of performing exercises, inert ones perform linguistic analytical tasks well. Thus, students of the same group cope differently with the tasks of mastering the language. The introduction of new pedagogical technologies into the educational process takes into account the psychological characteristics and temperaments of students, such as choleric, phlegmatic, sanguine, and melancholic. Conducted studies show the effectiveness of work in the same groups of psychological type. In groups of the opposite type, both choleric and phlegmatic, melancholic and sanguine, they showed ineffective

cooperation. The personal qualities of students and their individual characteristics are indispensable conditions for the success of learning the Russian language and mastering it. In the methodology of teaching the Russian language in the works of M.T. Baranova, E.A. Bystrova, T.K. Donskoy [4] and others, the main principles of the communicative approach problems are presented. Moreover, the use of various types of language analysis of the semantic characteristics of the language phenomenon and functional features in the educational process is of high priority in teaching Russian. The current analysis develops stylistics and expressive use of speech.

For the modern methods of teaching the Russian language in educational institutions, the problem of the correct organization of the educational process is the selection of pedagogical technologies for students, aimed at developing speaking and control, analyzing and correcting oral speech and written statements in relation to their compliance with modern standards of Russian literary language, as well as a communicative task. Systematic work in this direction will contribute to the development of a stable need to improve the correct speech of students [3].

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