



Specificity of the Methodological System in Teaching Russian Language

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Abstract: Among the "world" languages as a means of international communication, the role of the Russian language is exceptionally great. The Russian language is rightfully considered the world language, which is due to the entire course of the socio-political, economic, scientific, technical and cultural development of mankind in the XX XXI centuries. The role of the Russian language as an international language is also great for the exchange of scientific information. This is primarily due to the "international" nature of modern science and the unprecedented pace of its development. Nowadays, it is important that every student speaks fluent Russian. In this regard, it is important to use new methods of teaching the Russian language. The article describes the methodology of teaching the Russian language in the world experience.

Keywords: Methodology, Russian language, didactics, linguistics, psychology

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The word "method" comes from the Greek "metodos", which means "way." Now this word is used in two meanings. 1. A set of techniques, methods, forms of work of a teacher in teaching any subject, i.e. art, skill of the teacher. 2. A science that studies the possibilities and means of achieving the maximum result of the learning process, i.e. theory of teaching any subject.

The methodology of teaching the Russian language is an interdisciplinary discipline that is at the junction of several sciences (pedagogy, psychology, philosophy, linguistics and social pedagogy), and determines the principles, methods, techniques and content of teaching, as well as the patterns of mastering knowledge and skills in this subject.

The subject of the methodology of teaching Russian is quite extensive and includes: the necessary language material that must be mastered by students to acquire language skills; the activities of the teacher, aimed at the selection of the necessary educational material and methods of its "presentation" to students; the activities of the teacher in organizing the educational process, which includes not only the presentation of the necessary educational material to the students, but also the implementation of diagnostic techniques aimed at identifying the level of knowledge and skills; students' activities aimed at mastering the necessary knowledge and skills, as well as developing skills within the framework of the studied academic discipline.

In addition, the understanding of the subject of the Russian language teaching methodology also includes the expected learning outcome. The methodology is aimed at studying the patterns of the formation of linguistic concepts (knowledge), abilities and skills in the field of the Russian language. It should be noted that the methodology, in contrast to the didactics of pedagogy and

psychology, does not study the general laws of teaching the Russian language, but specific ones that are associated with certain linguistic material. The methodology considers the activities of the teacher and students as a process of interaction, expressed in joint activities, which is characterized by cooperation while maintaining the leading role of the teacher. Thus, the methodology of teaching the Russian language is aimed at solving applied problems, which include the development of effective methods and techniques of teaching. The purpose and objectives of the methodology, the main purpose of training, in accordance with the methodology, is to determine the place of the academic subject (Russian language) in the modern education system, highlighting its significance and necessity for a future specialist.

The solution of educational problems within the framework of the methodology of teaching the Russian language is carried out on the basis of the selection of the most optimal means that will be effective in use within the framework of the classroom-lesson system. In addition, the methodology takes into account the strictly established number of classes in the academic year, the amount of educational material approved by the program and textbooks. The methodology implies the use of all teaching tools and techniques, both specific and general (textbooks, notebooks, blackboard, computer tools, additional literature, etc.). All of them are used not individually, but in a complex manner. The technique is aimed at solving the following tasks:

1. Why you need to learn Russian - includes setting goals and learning objectives.
2. What should be taught - reveals the content of training, the validity of the developed program, the use of specific textbooks and manuals.
3. How to teach - includes the development of teaching methods and techniques, the structure of the lesson and the cycle of the subject, educational equipment and teaching aids.
4. How to control the assimilation of educational material - the definition of the main methods of control and evaluation criteria.

The content of teaching the Russian language, in accordance with the teaching methodology, includes:

1. The choice of a specific scientific concept by the teacher, on which in the future the entire educational process organized by him will be based.
2. Selection of sufficient and necessary terminological and conceptual apparatus.
3. A clear definition of the range of knowledge, abilities and skills that each student must master as a result of studying the academic discipline.

It should also be noted that the teaching methods that are included in the teaching methodology are aimed not only at direct training, but also at the development of effective organizational tools and forms of training. Currently, the methodology of teaching the Russian language is closely related to psychology, philosophy, linguistics and pedagogy.

Teaching the Russian language (and any subject in general) is a joint activity of the teacher and students. In order for students to master the language, the teacher must carry out certain educational (teaching) actions: explain new material, give an assignment, ask a question and check the correctness of the answer, etc. It should also be noted that the teaching methods that are included in the teaching methodology are aimed not only at direct training, but also at the development of effective organizational tools and forms of training. Currently, the methodology of teaching the Russian language is closely related to psychology, philosophy, linguistics and pedagogy.

Teaching the Russian language (and any subject in general) is a joint activity of the teacher and students. In order for students to master the language, the teacher must carry out certain educational

(teaching) actions: explain new material, give an assignment, ask a question and check the correctness of the answer, etc. It is necessary to explain to him by what methods, methods, techniques

he should use, how to combine them with each other, how to behave in the audience in order to achieve the required goal.

In other words, you need to teach him to consciously manage the learning process, including consciously organizing his own learning activities, so that the learning process gives us the best results.

The subject of the methodology of teaching Russian as a foreign language -

it is an educational process management system, i.e. a system aimed at the most effective mastering of the Russian language by students.

It is impossible to rigidly "program" the teacher once and for all, but it is possible and necessary to teach him to build the educational process in such a way as to obtain the greatest effect in any specific conditions. And for this, the teacher must know what he needs to take into account, i.e. what factors determine the effectiveness of his actions; be able to correctly, competently carry out these actions. Consequently, the content of the methodology for teaching Russian as a foreign language includes:

- 1) factors that determine the effectiveness of the educational process;
- 2) their systemic connection, i.e. how these factors depend on each other, which of them are the main, determining, and which are secondary, which act at any moment of learning, and which are associated with certain conditions;
- 3) the rules according to which the teacher should build teaching actions.

Teaching the Russian language even in the absence of a language environment

is understood as teaching speech, communication and expression of thoughts in Russian. Thus, the methodology has its own subject of research, which is not repeated in any of the sciences - teaching another language as a means of communication. This category determines the content of the entire educational process, the types of speech activity that must be mastered, the levels of language proficiency that must be achieved in each of these types.

Methodology and its basic sciences

The basic science for the methodology is linguistics (linguistics). Teaching practice shows that not every way of describing the Russian language is equally effective when it is necessary to teach students (foreigners). Without the participation of linguistics, teaching cannot be made effective either.

In the educational process, pedagogical factors should also be taken into account. Among them there are such phenomena and patterns that are studied by general pedagogy. For example, the connection between education and upbringing. This is especially important when teaching the Russian language - a country where more than 120 nationalities live.

Didactic principles in language teaching

Didactics is a pedagogical department that outlines general teaching methods. Didactic - instructiveness, instructiveness.

Teaching is a joint activity of the teacher and students. Now we need to clarify what has been said: teaching is a joint active cognitive activity, organized, motivated and controlled by the teacher. Let's understand this definition and at the same time formulate the most important didactic principles.

1. What is "joint" activity? As noted, teacher and students strive for one common goal. To achieve it, both the teacher and the students must perform certain actions. And it is the teacher's responsibility to ensure that students do whatever is needed, in the right sequence, with the right effect. Therefore, one of the basic didactic principles is the principle of collectivity.

2. The second is the principle of activity. For teaching to be effective, it is the students who must show initiative, be able to independently and creatively approach the subject, be able to work independently in and outside the lesson. Ensuring and organizing the activity of students is the most important task of the teacher.

3. Didactics suggests how to ensure this activity. Students should be faced with a problem, for the solution of which they need the knowledge, skills, and abilities that are included in the curriculum. All learning must turn into a solution to a set of problems, which must become increasingly complex. This is required by the didactic principle of problematization.

What problems can there be? When we teach students the Russian language, here first of all communicative problems arise: how to communicate in a given situation, on a particular topic, etc. When a student feels the need to solve such a problem, he will easily use the words and grammatical constructions that we introduced him to in the lesson.

4. What does "feel the need" mean? This means that in itself the problem posed to the student does not yet ensure his activity. There must be a need to solve this problem, i.e. the appropriate motivation must be created. The motivating function of the teacher is most important. The principle of motivation or the principle of motivation is a special didactic principle. A person learns a foreign language not only

in order to use it for communication. In addition to communicativeness, cognitive motivation also acts here. The very activity of students in mastering the language from the psychological point of view is a typical cognitive activity: as a result, students enrich themselves - their consciousness, their personality, their activities.

5. One of the important didactic principles is the principle of developmental learning. When teaching a foreign language, it means that we must set more and more complex communicative and cognitive tasks for students in a certain sequence. It should be noted that not every problem is didactically valuable and evokes a motivated attitude towards it in the student. It may be too simple and therefore not intense. Or maybe

be so difficult that the student will not immediately understand. The task or problem should, as it were, push the student forward, make him grow, develop.

6. Difficulties also lie in the fact that students are not the same. That alone

easy, difficult for another. Some people perceive information better with the "eye", others with the "ear", one immediately engages in communication in the studied language, others accumulate, comprehend, systematize the language material for a very long time and only then decide to speak. To ensure the effectiveness of training, we must take into account the characteristics of both. Therefore, the principle of individualization is an important principle. All of the above principles of any teaching should be implemented in the methodology of a specific subject, in our case, in the methodology of teaching Russian as a foreign language. All the listed principles are interrelated and suggest to us a completely definite model of the educational process.

Psychology is the main basic science of methodology

Most of the laws governing the educational process are of a psychological nature, which is why psychology is considered the main basic science for methodology.

First, these are the psychological patterns of assimilation. For example, psychology always indicates which paths one should follow in learning. There are psychological patterns specific to mastering the Russian language (or other foreign languages). For example, you cannot teach a language only in a conscious way. It is also advisable to use imitation (imitation) or independent adaptation to these conditions.

Secondly, these are the psychological patterns of communication. We teach not so much the language as speech in this language, communication with the help of this language. And in order to teach communication, you need to know how it is psychologically organized. Therefore, without the participation of the psychology of communication, modern methods cannot develop either.

Thirdly, these are psychological patterns associated with the peculiarities of the language - language in general or specific. The branch of psychology that deals with the connection of psychological processes with the structure of language is called psycholinguistics. The methodologist has to take into account other psychological factors: general patterns of perception, memory, thinking; individual differences of students, etc.

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