



## Methodological Methods of Teaching the Russian Language

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**Abstract:** *This topic introduces students to the basic methods and techniques, modern technologies in teaching the Russian language.*

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The question of teaching methods was controversial in didactics, and in philosophy, and in linguistic methods. There are different points of view on the justification and classification of teaching methods. So, didactists characterize the method from the point of view of the cognitive activity of students, organized by the teacher: "Teaching methods are ways of collaborative activities of teachers and students aimed at solving learning problems, that is, didactic tasks" - such a definition is given in the textbook "Pedagogy". In philosophy, the method is defined as "a way to achieve certain results in knowledge and practice." In the methodology of teaching Russian as a non-native language, there is no single definition of the method. Here are two definitions:

- 1) the teaching method is a system of techniques through which the teacher teaches, and the students master the basis of the sciences provided by the curriculum;
- 2) by methods it is customary to understand the methods of teaching and the methods of work of students, with the help of which the assimilation of knowledge of the Russian language is achieved and the necessary skills are acquired in the practice of speech.

Educational complexes, which Russian language teachers work with, contain a variety of exercises aimed at developing and consolidating the basic skills of speaking, reading, writing and listening. Moreover, we note that these textbooks are also suitable for self-study, since the grammar of the Russian language is explained quite easily. Although, in our opinion, the lesson should not be based only on the work with the textbook. The basis of motivation for learning a foreign language should be interest and love for another culture, which can be formed by play, role-playing exercises and individual tasks. Therefore, within the framework of the lesson, the teacher can work not only with the book, but also offer students additional teaching materials. In this publication, I would like to present some exercises that have been developed and successfully tested in practice.

**Exercise "The fourth is extra".** The students are faced with the task of identifying a word in a row that is not suitable in meaning or grammatical category or logic. As a rule, students do not know the meaning of all words and therefore during the exercise they turn to dictionaries, thereby expanding their vocabulary. Exercise helps to develop the ability to identify generic relationships.

Board, chalk, sandwich, desk; juice, wine, compote, dumplings;

Masha, Julia, Vitya, Sveta;

night, horizon, evening, morning;

pink, blue, scarlet, red.

Smiling, drawing, lying, wearing;

skirt, shoes, sneakers, sneakers.

**Exercise "Word order".** The task of the students is to make a sentence from the "lost" ones, written out of word order. This training allows you to test your knowledge of the laws of Russian syntax, the ability to establish logical connections.

For example, "You are not a Chinese if you are not a Chinese wall, you have been a real great one."

Mao Zedong: "If you have not been to the Great Wall of China, you are not a real Chinese."

**Exercise "Find synonyms."** The task for the students is to establish a synonymous relationship between the words that the teacher suggests. But the difficulty lies in the fact that one word in a pair is deliberately chosen unfamiliar to the student. The exercise allows you to expand your vocabulary, strengthens the skill of defining synonymous relationships.

pink noisy

hot blue

determined red

sonorous hot

smart brave

blue well-read

**Exercise "Spontaneous story".** The task of students is to compose for

minimum time a short story / sentence from the words written on the board, for example: "Night. Lamp. Person. Alone. Dog. Friend". Here's what you can get:

"It was the most ordinary night. The street was dimly lit by a lantern. Not seeing the road in front of him, a man walked. He was very lonely. A dog walked towards him, as lonely as he was. "But she can become my friend, and the two of us will never be lonely again," the man thought and called the dog over to him.

The exercise reinforces the skill of monologue speech, tests the ability to build a sentence.

**Exercise "Execution cannot be pardoned."** The teacher tells the students about the phenomenon of the phrase "You cannot be pardoned," the meaning of which depends on the setting of the comma: "Execute, you cannot pardon" or "You cannot execute, you must have mercy". And he invites students to independently come up with similar phrases consisting of infinitive antonyms. For example, "You cannot lose weight", "You cannot hate to love". The exercise reminds of the phenomenon of antonymy, demonstrates the fact that in Russian the meaning of the phrase changes from the punctuation mark, forms a love for the language, introduces the concept of a language game.

**Exercise "Edible-inedible."** This game, which is familiar to every Russian child, is liked by students. Its essence is as follows. The teacher throws a small (preferably rag) ball to one of the students and names any word, for example, "jelly", the student, throwing the ball back to the

teacher, says this word "edible" or "inedible." It is advisable to name not only familiar, but also new words so that students turn to the dictionary. The exercise tests and expands your vocabulary.

As you know, the choice of innovative technologies, methods and forms of teaching depends on the traditions and status of the educational organization, the level of preparedness and skill of the teacher, the level of training of students.

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