



METHODS OF TEACHING THE RUSSIAN LANGUAGE AS AN APPLIED SCIENCE

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ABSTRACT

The subject of teaching Russian language. The main objectives of the methodology. The connection of the methodology with pedagogy and psychology. The use in the methodology of psychological research about the stages of educational actions, age-related opportunities for students to learn, about the peaks and lows of concentration of attention, etc.

KEY WORDS: *the Russian language methodology, the Russian language technique, the mechanisms of speech, motivation, orientation in a new topic, educational actions.*

DISCUSSION

The method of teaching the Russian language is one of the pedagogical sciences. It is an applied science, because, based on theory, it solves the practical problems of education, training and development of students. The subject of studying the methodology of the Russian language is the process of mastering the native language in terms of training (mastery of speech, writing, reading, grammar, etc.). The Russian language methodology studies the patterns of mastering the system of scientific concepts of linguistics and the formation of skills that provide students with speech activity. The main goal of the (RLT) Russian language technique is to develop effective systems for teaching language and speech. These systems are formed as a result of the analysis of the social order for the preparation of school graduates who have strong knowledge of their native language and are able to use it for communication purposes. (RLT) is looking for answers to important questions: 1) what to teach, 2) how to teach, 3) why so, and not otherwise, 4) how to control the learning process. Answers to these questions constitute the main areas of (RLT): 1) development of the content of training - programs in the Russian language, the creation of textbooks and various teaching aids for students, their continuous improvement; 2) development of principles, forms, methods and training methods, exercise system, recommendations for the use of tasks; 3) the study of the comparative effectiveness of methods, the rationale for the choice of methods, experimental verification of

recommendations, etc. ; 4) the study of the levels of knowledge, skills of students at different levels of education, the reasons for successes or failures in learning, typical mistakes and ways to eliminate and prevent them. In addition, (RLT) also explores particular issues: how to more effectively teach a particular topic; how to activate students in the course of training; how to organize repetition and independent work in the lessons of the Russian language; how to ensure the development of students; how to ensure continuity in learning between primary classes and middle management, etc. The methodology of teaching the Russian language is connected with psychology and pedagogy, including its section - didactics.

Psychology. The methodology is closely related to psychology, based on it in the study of the processes of perception of educational material in the Russian language, its memorization, reproduction, in the development of students' thinking and speech.

The methodology develops such problems, which are based on a psychological phenomenon: the formation of spelling skills, the assimilation of linguistic concepts, the activation of cognitive activity of students, the development of their cognitive interests. At the basis of methodological developments and recommendations, mental operations are also used, which are also studied by psychology - analysis and synthesis, abstraction and concretization, definition of concepts, comparison and opposition. The concepts of knowledge, skills, development, widely used in the technique, are taken from psychology. From the point



of view of psychology, mastery of the language is one of the facets of personality formation. She studies the processes of communication between people, the patterns of mastering speech in childhood, the mechanisms of speech (speaking, i.e. expressing thoughts, and listening, i.e. perceiving someone else's thoughts). In psychology, the steps of educational actions are revealed, their stages are distinguished: motivation, orientation in a new topic, the operational stage, control and evaluation actions of the student. The use of such structures in the methodology increases its clarity and scientific character. Psychology helps to understand and evaluate the structure of students' activity according to one or another methodological methods and recommendations: for example, the steps to solve the grammar and spelling problem (algorithm) for checking spelling or the process of creating your own text (writing an essay, writing, newspaper article, etc.). Psychology provides the basis for the development of students' linguistic abilities, for their creativity, for their inclusion in language-accessible research activities. The methodology uses data on age-related opportunities for the assimilation of knowledge and skills obtained in psychological studies, as well as data on age-related physiology on permissible mental stress. Many research psychologists are directly studying the processes by which schoolchildren learn their native language. So, the problems of learning grammar at school were dealt with by A.K. Markova, S.F. Zhuykov; spelling, punctuation - D.N. Epiphany, G.G. Granik; the development of students' speech - N.I. Zhinkin, A.A. Leontiev. In recent decades, the methodology of the Russian language began to use psychological materials for managing the mental activity of students; the problem of the psychology of communication between the student and the computer becomes more and more urgent.

Didactics. The connections of the Russian language technique with didactics go along several lines. The first is the determination of the applicability of didactic principles in the methodology. So, the principle of upbringing education - the general didactic principle - in the methodology of the native Russian language is interpreted as follows: firstly, in the selection of language material of the upbringing nature - words, their combinations, texts. Secondly, the study of the laws and structure (levels) of the language, its entire system in its development forms a linguistic worldview and develops the logical thinking of students. Thirdly, developing a culture of speech among schoolchildren, fostering a love of the Russian language, its beauty and wealth, showing its role among the languages of the world, the school fosters patriotism among students. Fourthly, the self-expression of a student - a teenager, a young man - in composition, in a story forms his self-consciousness, his personal qualities, his life position. The principle of the

connection of theory and practice in the methodology of the Russian language is understood as such a language training that leads the student to use it in life - to the best, appropriate choice of language tools, to competent writing, to free and accurate expression of his thoughts. The second line of communication with didactics is teaching methods.

Different classifications of methods are presented in didactics courses - this makes it difficult to create a single system for didactics and methodology. Nevertheless, the reproductive, search, and problem methods can be called, which in the Russian language technique get peculiar features. Some didactics call lecture, practical, method of exercise, method of analysis or synthesis, deductive and inductive - all of them find application in the method. There are actually language methods: a method of language analysis; in the development of speech - the communicative method; in the study of word formation - genetic; in spelling training - a method for solving spelling problems (for checking spelling), which can be attributed to the number of search methods, etc. The third line of methodology and didactics links concerns concepts and terms. Many didactic concepts - learning objectives, educational instruction, intersubject communications, lesson, textbook, etc. - are used in the methodology as applied to the subject of teaching: Russian language lesson, grammar lesson, syntax textbook, spelling skills, intersubject communications of the Russian language, exercises in Russian etc. Research methods in the methodology of teaching the Russian language: methodical experiment, observation method, questioning and testing of students, the study of methodological heritage.

General concept of research methods.

In the methodology, as in other sciences, the reliability of conclusions and the reliability of recommendations are provided by research methods. They are based on the dialectic that defines the methodology of science (methodology is the study of methods of cognition and transformation of reality). The difficulty of research in the methodology of the Russian language, as well as in pedagogy, lies in the fact that the studied subject itself, as a rule, cannot be distinguished from multifaceted connections and influences and taken in its pure form. The influence of side factors is very strong and often distorts the results of the study. Scientific research is divided into fundamental and applied: the first are aimed at discovering the laws of language teaching and speech development, solving general theoretical questions of the methodology (for example, determining methods of teaching spelling); the second is aimed at clarifying practical issues (the effectiveness of new techniques and teaching methods, new textbooks, etc.). The methodology uses such research methods as experiment, studying the history of the school and methodical teachings, theoretical analysis of



literature on the methodology in related fields, analysis of the subject of study - the language - for educational purposes, modeling of the educational process and its elements, diagnosis and prediction of learning difficulties, a study of the levels of speech development of students both on average and individually. The methodology is also enriched by studying the work experience of the school and the best teachers. In the experience of schools, new teaching methods, their systems and combinations are born; advanced teachers show high parenting skills. Teacher conferences, publications in magazines, newspapers, and collections serve as the study, synthesis, and dissemination of best practices. The role of studies of students' activities is great: their speech, oral and written, theoretical knowledge and their ability to apply, mistakes made and their causes. For this purpose, the technique of "slices" is used - written work, testing, questioning, interviews and interviews. A lot of interesting data can be obtained by analyzing the documentation - students' notebooks: exercises, essays, cheating; all this can be quantitatively processed, it allows the use of statistical techniques for the synthesis of analysis materials.

Methodical experiment. A very common research method is an experiment to check the availability and effectiveness of new programs, textbooks, manuals, new teaching methods and techniques, individual types of lessons and their cycles, entire training systems. It happens search, forming, control. The purpose of the search (orientation) experiment is to identify problems, search for starting points, and feel for something new that will be carefully developed and introduced later. These first attempts will give the experimenter an idea of how the new methodology is "going", and what is the level of students' capabilities. The formative (training) experiment is usually long, carefully prepared (carried out according to the approved plan), and is strictly fixed. It can be carried out as in laboratory conditions, i.e. in separate experimental classes, as well as on a larger scale: school, a number of schools, district, etc. - in order to test the new training system. Its progress is recorded in protocols or on tape, then the materials are studied and conclusions are drawn. At the beginning of the experiment, at the end of each stage and the entire study, shear work is carried out.

Conclusions in modern studies are made not only on the basis of qualitative analysis, but also with the use of statistics and ICT. The widest and longest educational experiments, in which many teachers participate, are called experiential learning, as they accumulate experience for working on new programs, textbooks. For comparison, usually, in parallel with the experimental ones, control classes are created that use a different technique (other programs, textbooks, exercises, etc.). Such an experiment allows us to

determine the comparative effectiveness of different methods. In the formative (training) experiment, it is very important to accumulate extensive material: teacher lesson notes and lesson protocols (or their tape recordings), which allows you to find out how and how much the experimenter's plan was realized. During the experiment, compiled file cabinets of errors made by students; Errors are classified in order to ascertain their causes. The difficulties encountered by students are studied. Usually an experiment diary is kept. Often there is a need to repeat the experiment either with the aim of partial changes in the methodology, or to obtain more convincing results, or to develop specific techniques for the activities of teachers and students (the so-called "technology"). The control experiment is carried out at the end of the main, formative, in order to obtain material for evaluating the new methodology. Often it takes the form of a slice in the form of tests, tests, essays, student reports, their creativity, etc. "Slices" provide material for analysis, statistical processing, generalization in the form of tables, charts, diagrams. When processing slice materials, it is necessary to use uniform criteria, which are compiled in advance, at the initial stages of the forming experiment, and reflect the objectives of the new methodology and, therefore, the entire experimental work.

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