



Methods and techniques of teaching the Russian language and Literature

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ABSTRACT

The main methods of teaching the Russian language traditionally include such as the word of the teacher, conversation, the method of observation over the language and speech material, the use of visualization, work with the book. The method of conversation is of great importance for the formation of students' skills of consistent and deep thinking in connection with the assimilation of knowledge and skills in language.

Keywords:

Methods of teaching the Russian language, educational process, interactive lesson plans, students, knowledge, skills.

Usually, a conversation is used in working with students on more accessible material (grammatical, lexical, grammar-stylistic), to develop the skills of coherent presentation, when performing creative tasks, but often as a way to implement the principle of problem-based learning. repetition and reproduction of the previously studied, related to a new grammatical or other topic; consolidation, systematization, generalization of facts; error warning; Various types of conversations are known: introductory (to connect new material with what was studied earlier, to prepare students for subsequent mental operations); heuristic (leading to conclusions in connection with the analysis of the linguistic phenomenon by posing questions, considering the linguistic facts known to the student); systematizing, sometimes with elements of creativity; Combined.

The method of setting questions by the teacher is determined by the nature of the educational material or skills, the peculiarities of the psychology of their perception and assimilation by students of goals related to the stages of the pedagogical process (the primary formation of knowledge in the language and speech skills,

their consolidation, verification), general didactic requirements. So, when getting acquainted with new material during a conversation to clarify the nature of the linguistic phenomenon, as well as the elimination of mechanical memorization, it is very important to observe the logical connection and consistency in the formulation of questions, and when consolidating and repeating, the development of skills for considering facts and their application in new connections, relationships and situations, on new material. The method of posing a grammatical question, widely used in the consideration of morphological and syntactic categories, activates the mental activity of students, helps to identify signs of linguistic phenomena. Activates students a system of questions that connects what was learned earlier with the new. Studying, for example, in the 5th grade the topic "Noun name as part of speech", the teacher leads students to expand the concept of a noun to the system of such questions and tasks:

- What words are called nouns?
- Give examples of nouns (separate words and in sentence).

- How to recognize the gender of a noun name? (examples).
- How do nouns change? (examples).
- What nouns are called animate and inanimate? (examples) What nouns are called proper and common nouns? (examples).
- What, therefore, are the nouns?

After such a repetition, it is already easy to move on to characterizing the noun as a part of speech denoting the name not so much of the object in the narrow sense of the word, but also of everything that can answer the question of who? Increases the activity of students in their participation in the formulation of questions in the process of conversation. Testifies to the effectiveness of language lessons with elements of conversation, the ability of schoolchildren to argue answers to questions, to select their examples for the case under consideration, to draw conclusions based on the analysis of language facts.

To accustom children to independent thinking, questions are proposed, for example, at the end of the study of a large grammatical topic that requires comparing facts, generalizing them, association with other grammatical categories; let's say after studying the numeral name:

- Why should the numeral be counted as independent, and not as a service part of speech?
- What is the difference between the meaning and declension forms of numerals quantitative and ordinal?

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Studying

Teaching methods are a didactic category that is interpreted as a way of interrelated activity of teachers and students aimed at achieving an educational goal. For a professional solution to the problem of choosing ways to interact with students in Russian language lessons, the teacher needs to have a systematic idea of the multifaceted classification of methods of teaching the Russian language, the methods of their application and the conditions for choosing. Depending on the stage of the learning process, all teaching methods are divided into teaching methods and control methods. On the basis of the types of educational material, the

methods of actual teaching are divided into methods of presenting knowledge (cognitive), methods of forming knowledge and skills (practical), and methods of control - in turn, into methods of control over the assimilation of knowledge and methods of control over the formation of skills. In the first case, the teacher has two explanatory methods: (1) the teacher's message; 2) independent analysis by children of the linguistic text of the textbook; the second has two heuristic methods: (1) conversation; 2) independent analysis of language material. Practical teaching methods organize the process of consolidation of knowledge and the formation of skills. Consolidation of knowledge is carried out by two practical methods: 1) the method of monological statement on a linguistic topic; 2) the method of posing questions. These methods of consolidating knowledge have various methods of implementation, developed by the practice of teaching the Russian language at school. For example, the most common method of implementing the method of posing questions is a frontal survey. If the methods of consolidating knowledge themselves have a stable composition, then the methods of their implementation are constantly changing. The higher the level of pedagogical skill of the teacher, the more diverse the methods of including methods of consolidating knowledge in the lesson. Cognitive and practical methods of education in Russian language lessons are used separately and in combination with each other. The choice of one or some combination of them depends on a number of conditions of a psychological, pedagogical, methodological and linguistic nature. The problem of classification of teaching methods is one of the acute problems of modern didactics. Currently, there is no single point of view on this issue. Due to the fact that different authors base the division of teaching methods into groups and subgroups on different features, there are a number of classifications. The earliest classification is the division of teaching methods into teacher's methods of work (story, explanation, conversation) and students' methods of work (exercises, independent work). Common is the classification of teaching methods by the source of knowledge. In accordance with this approach,

the following are distinguished: (a) verbal methods (the source of knowledge is the spoken or printed word); b) visual methods (the source of knowledge is observable objects, phenomena, visual aids); c) practical methods (students gain knowledge and develop skills by performing practical actions). The word teacher is "a general name for all kinds of more or less detailed statements of the teacher in the classroom in order to explain new material, explain something incomprehensible, answer students' questions, additions to the material of the textbook, expand the range of information on a particular section of the textbook." Conversation is one of the most common teaching methods that is used in the study of all sections of the course and at the stage of acquaintance with new material, and at the stage of consolidation, and at the stage of repetition. This method is widely used by all teachers, because it allows you to involve all (or almost all) students in the work, which contributes to the activation of the educational process. The connection of the studied theory with the process of forming skills is achieved through the use of the method of language analysis in teaching. This method is rich in methodological techniques, which makes it possible to apply it in the study of almost all sections of the Russian language course and at the stage of acquaintance with new linguistic phenomena, and at the stage of primary consolidation (recognition of the facts of the language), and at the stage of consolidation and generalization (various types of analysis). The method of observation of linguistic phenomena is used in order to better understand the language theory being studied. This method has long been a way of learning a language both in linguistics and in a school course. The modeling method is closely related to the method of language analysis and observations of language phenomena. Educational language models are given to the student in a ready-made form and are a tool of cognition for him. Problem-based teaching is defined as the activity of the teacher to create a system of problem situations, present educational material with its (full or partial) explanation and manage the activities of students aimed at mastering new knowledge -

both in the traditional way and through independent preparation of educational problems and their solution.

The components of a particular method, its elements are methodological techniques. So, for example, the use of the method of conversation requires the use of such techniques as posing questions, formulating answers, etc .; introduction of the teacher's words into the pedagogical process - methodical methods of establishing a connection with what has been studied, highlighting logical parts, transitioning from one part to the next. Methods of explaining the material to students, their activation, etc. The choice of methods and techniques in the lesson depends on the purpose of the lesson, its stage, content, on the psychological characteristics and capabilities of students, the presence of visibility, and finally, on the personality of the teacher.

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