



## Modern methods of teaching the Russian language in higher educational institutions

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### ABSTRACT

The development of information technologies affects the choice of methods and techniques for teaching the Russian language in institutions of secondary vocational education. The use of modern methods and techniques developed by leading philologists and teachers helps to improve the quality of students' knowledge of language tools and the motivation for their further learning. The main subject of education in institutions of secondary vocational education is a student, so all teaching aids should be aimed at developing his spiritual potential and creative abilities. The anthropocentric approach to education, the method of problem-based learning and innovative techniques, combined with the traditional paradigm, contribute to the acquisition of communicative, linguistic, linguistic and cultural competencies by students, which is the goal of teaching the Russian language in institutions of secondary vocational education.

### Keywords:

Secondary Vocational Education, Anthropocentrism, Communicative Competence, Fishbone, Mind Map, Insert.

The rapid development of information technology dictates a change in the traditional system of education both in schools and universities, and in institutions of secondary vocational education. The needs of society are growing and constantly changing, defining the goal of the teacher's pedagogical activity as the formation of students' ability to successfully socialize, as well as effective adaptation in the labor market [7]. The decrease in the interest of young people in Russian classical literature due to their enthusiasm for serials, comics, talk shows and reality shows leads to a decrease in the quality of knowledge of the Russian literary language, communication difficulties, a decrease in the number and variety of forms of self-expression and natural, direct communication of students [3]. However, the demand of society for creative, dynamic, developing and flexible personalities, specialists in their profession, able to adapt in a short time in constantly changing conditions,

having different ways and methods of searching and analyzing information, with passion students of the chosen profession [10]. The integration of Russian education into the system of European International Education implies the introduction of innovative technologies into the pedagogical activity of Russian teachers, which make it possible to increase the level of training of specialists. Secondary specialized education needs to be reformed, which involves the development and inclusion of the latest scientifically proven means and educational and subject environments, methods, forms and techniques, as well as pedagogical technologies that help to effectively organize and manage the educational process. Thus, it is possible to characterize the current stage of development of secondary specialized education as meeting the urgent needs of society and due to the development of scientific progress [2]. The

Russian language in institutions of secondary vocational education is a training course that includes in a generalized form everything that students have learned in the Russian language lessons at school, in the previous classes. The content of the discipline is structured on the basis of a competency-based approach, including the mastery of communicative, linguistic, linguistic and cultural competencies. Language competence implies the analysis by students of speech experience, as well as knowledge of the science of language, the study of the conceptual base of the discipline. It is aimed at the formation of language skills and abilities - the recognition of the material, the classification and consideration of linguistic phenomena. Communicative competence consists in the ability to analyze speech situations and, based on the analysis, select a program of speech behavior: verbal and non-verbal. Linguistic competence is "knowledge of the language system and the rules of its functioning in communication" [5]. It is characterized by the presence of language means and their functions with a given communicative potential. Cultural competence is aimed at fostering a sensitive attitude to the native language and the spiritual experience of the people [3]. methods and techniques, the purpose of which is to master the listed competencies by students. The teaching method (from the Greek *methodos* - the path of research) is the main component of the lesson, closely related to all its other components.

The teacher has several teaching methods, each of which is a method of teaching, with the help of which students learn new knowledge, skills and abilities and develop cognitive abilities [4]. All pedagogical methods, depending on the type of student activity, are divided into three groups:

Passive methods are forms of interaction between a teacher and students, in which the teacher is the main actor who controls the course of the lesson, while students are passive listeners. Communication between the teacher and students occurs through surveys, tests, tests and other types of control. The most common form of teaching is the lecture. The most common teaching style is authoritarian.

Despite the relatively easy preparation on the part of the teacher and the resource to obtain a relatively large amount of knowledge from the students, passive methods are considered the most ineffective.

2. Interactive methods involve interaction, being in the mode of conversation, dialogue, conversation. They are also focused on the relationship of students with each other.

3. Active methods - imply equality of the teacher and students, interaction during the lesson. The fundamental style of teaching becomes democratic, and the activity of students is creative, exploratory, productive. The teacher seeks not only to give students the maximum amount of new information, but most importantly - to develop in them a desire to learn, to teach productive and interesting work. At the same time, the teacher needs not only to tell and show in an accessible form, but also to develop the desire for conscious thinking, practical actions and active independent search for new information [4]. Each lesson can combine various educational methods.

The choice is made depending on the stage of the lesson, goals and opportunities. The use of active and interactive teaching methods in Russian language classes in institutions of secondary specialized education is associated with an anthropocentric approach in pedagogy, that is, with the "human-oriented" learning process. This approach implies strengthening the leading role of integrative trends between different areas knowledge and increasing dialogization in the educational environment. At the center of the anthropocentric approach is the student, the growth of his spiritual world and culture. In the lessons of the Russian language, this is, first of all, the language education of the individual, because it is the language that first of all and most sharply reacts to socio-historical, economic and political upheavals in society, reflecting the current development of a common culture [2]. The goal of language education is, first of all, the formation of a personality, which must self-realize and express itself, independently choose life guidelines, realizing speech as a conscious intellectual activity [3]. If we talk

about the most productive and promising educational technologies that make it possible to implement the educational process in the direction of anthropocentric practical vocational training, it is necessary to consider communicative-competence-based, student-oriented and professionally oriented methods of teaching the Russian language in institutions of secondary specialized education. For the first time, communication skills in various phases of the speech activity of writing and speaking (speech development) were determined by T.A. Ladyzhenskaya [11]. The basis of communicative-competent education is teaching the Russian language, focused on the development of communication among students. At the same time, the communicative situation becomes the center of such learning. The teacher offers students such situations that include each student in the communication process, and also uses speech and conditional speech exercises that seek to recreate the situations of real speech communication as accurately as possible. Communication implies the presence of certain communicative intentions: appeal, request, gratitude, sympathy, condolence. The main role of communicative learning is that it serves as a model of real communication. This also includes teaching communicatively significant genres: taking notes, writing essays, recording lectures. The goal of communicative-personal training is a high level of mastery of communicative competence.

**Conclusion:** Fishbone is a drawing or diagram that allows you to visually demonstrate the causes of events, phenomena, problems, as well as draw conclusions and summarize the discussion. Fishbone includes four blocks - head, tail, upper and lower bones (Figure 1). This is followed by the main part and the ridge of the "fish". The teacher, together with the students, fill out the diagram in the following order: head - a question, topic or task; upper bones - the basic concepts of the topic, the causes of the problem; lower bones - facts confirming the existence of causes; tail - answer to a question, conclusion, generalization. An intellect map, a mental map

or a memory map is a type of material recording in the form of a multidimensional (radiant) structure, which is a graphical expression of the processes of perception, processing and memorization of information, a way to present ideas clearly and clearly and show the connection between ideas using diagrams. The author of this technique was the famous English writer Tony Buzan.

Since thinking is not organized linearly, but has a branched structure, all concepts in the human brain are associated with other concepts, other concepts with third ones, and so on (Figure 2). So the mind map looks like this:

1. The center of the map is the main concept of the topic under consideration, highlighted in bright color.
2. Branches of associations diverge from the center - subtopics, the number of which is directly proportional to memory. It is recommended to depict no more than seven branches highlighted in different colors.
3. Further, each branch branches into subtopics of the second level. To achieve the main goal of teaching the Russian language - the mastery of communicative, linguistic, linguistic and cultural competencies by students.

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